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ABSTRACT

This document is intended to be a resource for state, regional and local educators developing secondary credit exchange and accrual programs for migrant students. A brief discussion of migrant education programs and their work with secondary youth examines obstacles that migrant students face when attempting to complete their education. Document sections offer specific suggestions for meeting and serving migrant students in the following areas: (1) student identification and recruitment; (2) student needs assessment; (3) program strategies stressing greater versatility in programming, flexible scheduling, school enhancers such as work-study and career education programs, advocacy and support services, and stronger linkages and transitional programs for higher educational opportunities; (4) student credit exchange and accrual; (5) parental involvement; (6) interagency coordination and cooperation; and (7) integrating program evaluation with program design and implementation. Each section includes a rationale, implementation information, resources, and technical assistance information. Appendices include a listing of migrant education state offices; contact information for technical assistance; sample job descriptions; and master pages for various forms including student surveys, a language proficiency rating instrument, and student needs assessment. (LP)

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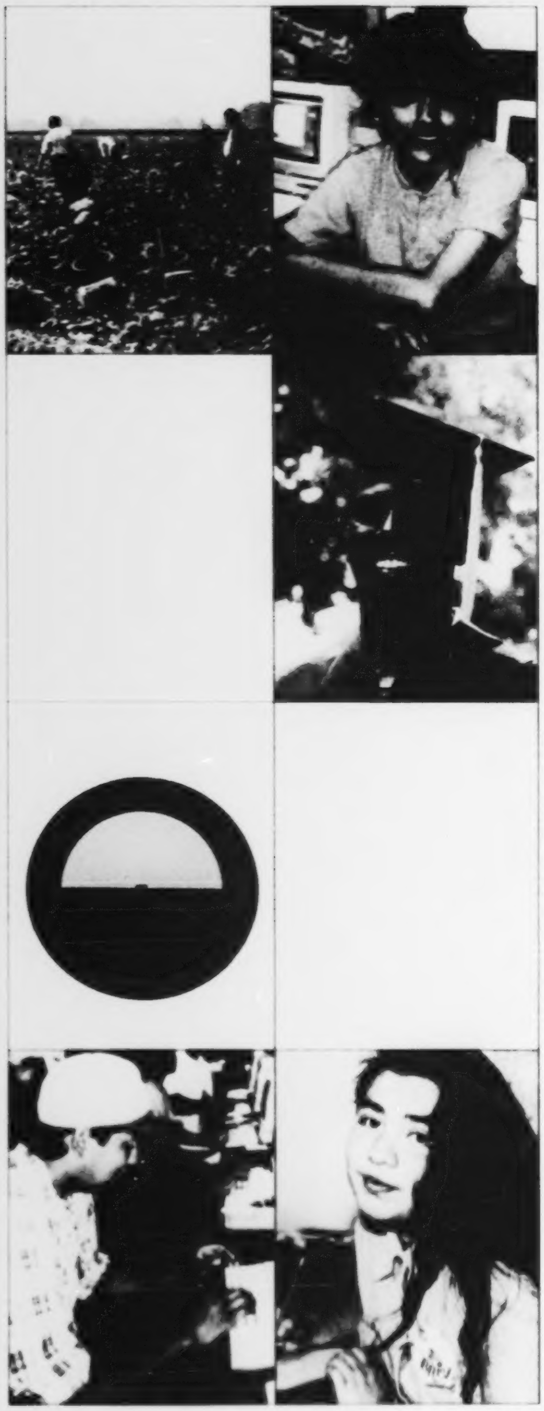

Options and Resources

for Achieving Credit Accrual for Secondary-aged Migrant Youth

National Program for Secondary Credit Exchange and Accrual (NPSCEA)

RC 019551

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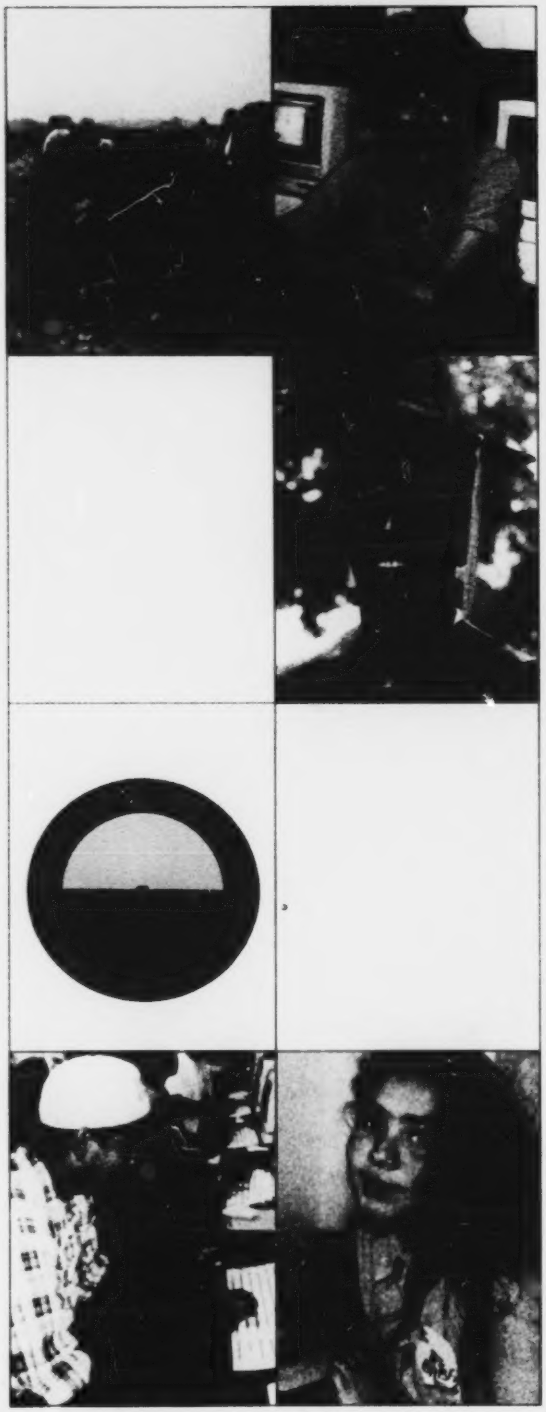

Options and Resources

for Achieving Credit Accrual for Secondary-aged Migrant Youth

OVERVIEW

National Program
for Secondary Credit Exchange
and Accrual (NPSCEA)

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Options
and
Resources
for Achieving Credit Accrual
for Secondary-aged
Migrant Youth

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OVERVIEW

developed by

National Program for Secondary
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1994

National Program for Secondary Credit Exchange and Accrual

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Of the many individuals who were responsible for the successful completion of this document, several made substantial contributions which should be highlighted here. Mr. Patrick Hogan, Program Officer for the United States Department of Education, Office of Migrant Education, provided continuous guidance and support throughout the entire process of development. Dr. Susan Durón, Colorado, played a significant role in the production, particularly in writing the evaluation section. Ms. Mary Fink, Resource Specialist from the NPSCEA Eastern Stream Satellite, not only served as the editor but also provided the extensive writing skills, research, layout design and overall production essential to a project of this scope.

A group of migrant parents attending the 1993 Texas State Migrant Education Conference volunteered their time to offer suggestions for inclusion in this document, particularly reacting to the parental involvement section. Our deep thanks.

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Finally, it must be recognized that many other individuals not named here have contributed to this collaborative effort. Their support has been most valuable in producing a comprehensive document which can be used to address the challenge of developing meaningful programs for secondary-aged migrant youth.

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MISSION STATEMENT

The National Program for Secondary Credit Exchange and Accrual is committed to the principle that migrant students can complete their secondary education and leave school prepared for responsible citizenship, further learning and productive employment.

OVERVIEW

INTRODUCTION

Options and Resources for Achieving Credit Accrual for Secondary-aged Migrant Youth is a culminating product of the National Program for Secondary Credit Exchange and Accrual (NPSCEA). NPSCEA was funded by a three-year cooperative agreement between the U.S. Department of Education, Office of Migrant Education, and the Texas Education Agency. The NPSCEA's purpose was to increase the graduation rate of migrant students through:

- development of a process for a system of credit exchange and accrual;
- availability of national assisted coursework;
- nationwide formal/informal agreements among states;
- coordination of efforts with national education associations; and
- technical assistance to establish/improve programs and services featuring:
    - on-site visits,
    - workshops,
    - information dissemination and
    - on-going communication.

NPSCEA activities included data gathering and analysis, exploration of secondary issues, advocacy for secondary concerns and technical assistance visits to programs across the country. These NPSCEA activities were designed to assist migrant educators in reaching the National Goals for Education by the year 2000, in particular:

- increasing the graduation rate to at least 90 percent, and
- ensuring that all students learn to use their minds well and leave school prepared for responsible citizenship, further learning and productive employment.

The mobility of migrant students poses a serious threat to completion of their education. At the secondary level that mobility combined with increasing demands from family, to contribute to financial survival, and from schools, to acquire credits and complete more rigorous graduation requirements, jeopardizes the youth's receiving a diploma. Credit exchange and accrual for migrant secondary students is a broad concept encompassing the many strategies, activities and programs to aid migrant youth in finishing their studies. To serve secondary-aged youth, migrant educators must plan and implement programming based on assessment of individual needs and establish processes for assuring credit exchange and accrual.

Options and Resources has been developed to fill a need for a resource focusing on strategies, programming and processes to assure credit exchange and accrual for secondary-aged youth. It is intended to be a resource for educators at state, regional and local levels for use in developing secondary programs for migrant students or enhancing already existing programs. An array of options regarding program decision making is included. It is not meant to replace the many other resources specific to such areas as identification and recruitment or needs assessment, but it does offer specific suggestions for meeting and serving secondary youth in these areas.

Options and Resources is to be used in conjunction with other NPSCEA materials, including:

- The Resource Guide for Secondary Migrant Educators, which offers an annotated bibliography of secondary resources, as well as directories and product listings developed especially for migrant education, and

- The Program Planner for Migrant Secondary-aged Youth, which provides migrant program directors with information on essential elements of successful secondary migrant programs.

Options and Resources begins with a brief account of the Migrant Education Program's work with secondary youth and a discussion of what has been learned about their characteristics. The main body of Options and Resources includes the following sections:

- Identification and Recruitment,
- Needs Assessment,
- Program Strategies,
- Student Credit Exchange and Accrual,
- Parental Involvement,
- Interagency Coordination and Cooperation, and
- Evaluation Procedures.

Each section can be used independently or in conjunction with the other sections. Each includes:

- a rationale,
- implementation information
- resources, for that particular section, and
- technical assistance information.

Tips and ideas from migrant educators are to be found in boxes alongside the main text.

Appendices follow the main sections. They include a listing of the Migrant Education state offices, contact information for technical assistance, sample job descriptions, and master pages for various sample forms.

Migrant secondary students can complete their education and leave school prepared for responsible citizenship, further learning and productive employment. Options and Resources *has been developed to assist educators in helping the youth reach this goal.*

HISTORICAL PERSPECTIVE

Historically, the combination of mobility and poverty made completion of schooling so difficult for migrant students that it was necessary for the Congress of the United States to make special provisions for their education in a 1966 amendment to the Elementary and Secondary Education Act. The original legislation, subsequently rewritten several times, is now embodied in the "Improving America's Schools Act of 1993," the current reauthorization of the Elementary and Secondary Education Act. Redirection of the Migrant Education Program is intended to enable migrant students and schools to meet the high standards called for in achieving the National Goals for Education for the year 2000.

The great need of migrant students for targeted support on a national level was demonstrated in the Exotech Study of 1974 which showed a dropout rate for migrant students of at least 89%. During the years that students have been supported by Migrant Education services, the dropout rate has improved considerably, as shown by the studies listed in Exhibit 1.

Overview - Exhibit 1

Selected Dropout/Graduation Rate Studies

Date	Study	Findings
1974	Exotech Systems, Inc.	National dropout rate for migrant students is at least 89%.
1979	Texas Education Agency (Hinojosa, Miller, et al)	73% of migrant students in 3 districts in Region Two Texas dropped out.
1982	Texas Education Agency	50% dropout rate found for students in selected Texas districts.
1985	Mark Duerr	26-37% of migrant students in Region II California dropped out.
1986	Texas Education Agency	50% of all Texas migrant students dropped out.
1987	Migrant Attrition Project	Graduation rate for migrant students nationally is 49%.
1992	National Program for Secondary Credit Exchange and Accrual	Nationally 50.7% of migrant students graduate.

The most recent study, that of the National Program for Secondary Credit Exchange and Accrual (NPSCEA), showed a 50.7% graduation rate based on Migrant Student Record Transfer System (MSRTS) data. Approximately 30,000 migrant students were tracked through nine years of MSRTS activity. The results were strikingly similar to those of the 1987 Migrant Attrition Project. Data showing that more migrant students have reached their senior year in high school have suggested that students are staying in school longer and are more likely to attain graduation. Between 1984 and 1990 the numbers of migrant seniors increased by 43% at the same time that the overall migrant enrollment increased by 13%. (Invisible Children, p. 56). While these data represent a significant improvement over the Exotech results, migrant students still face a high risk of dropping out of school. In fact, the rate remains twice that of most American youth. If migrant students are to be included in the drive to increase the nation's graduation rate to 90% by the year 2000, educational programs must be in place to meet their needs.

Migrant Education Programming Support

Early Migrant Education efforts primarily focused on the needs of elementary students. However, in the 1970's Migrant Education assumed a leadership role in serving older at-risk youth by developing a number of innovative programs for migrant secondary students. These programs included:

- California's Portable Assisted Study Sequence (PASS) program, which helped eligible migrant students make up credits needed for graduation with portable, self-contained, semi-independent study materials,
- California's Migrant Teacher Assistant Corps (California Mini-Corps), which recruited and trained children of migrant farmworkers to serve as teaching assistants for migrant children,
- Florida's Learn and Earn program, which provided income for migrant teenagers while they were pursuing short term occupational training in addition to their regular academic studies, and
- Texas/Washington's Secondary Credit Exchange, which enabled secondary migrant students to earn credits in their homebase schools while attending classes in another state.

Many of these early Migrant Education programs for secondary students continue to assist migrant youth; several have been disseminated and are used in many states. For example, the PASS program is currently being used by more than twenty states, providing more than 11,000 migrant students annually (1991-92) with opportunities to earn full and partial credit.

TIP: When providing technical assistance in the secondary area, be sure to set the historical background.

Migrant educators of the 1980's launched additional programs for secondary migrant youth that encompassed both local efforts and interstate coordination strategies. Included were several projects that were chosen for recognition under the U.S. Department of Education's Secretary's Initiative to Identify Effective Projects for Disadvantaged Children. Among those recognized were:

- New Jersey's Goals for Youth program, which helped youth develop "goals oriented" skills and attitudes. Youth were matched with professional athletes and other role models from the business community, who then worked with the youth individually on goal setting,
- Strategies for Secondary Migrant Students, a Yuma, Arizona, project, noted for its accomplishments in parental involvement and a higher than average graduation rate for migrant students. The project sought to keep students in school and help them with credit accrual,
- The Glendive (Montana) Summer Migrant Program, a comprehensive approach to serving the educational, health and nutritional needs of migrant children. The five-week summer program included an emphasis on coordination with homebase schools, individualized instruction, parental and community involvement activities and credit accrual through the PASS program,
- Washington's Migrant Student Leadership Conference, which helped teenage migrant students throughout the state realize the value of education and set educational goals. The program included informal mentorships, a five-year student leadership plan as well as an annual conference held on a college campus, and
- The Vanguard-Sentinel Program of Fremont, Ohio, recognized for its summer evening classes offering students the opportunity to gain half credits in English, social studies, science or math according to homebase requirements. The program emphasized parental involvement through parent nights, health fairs and camp visits by the program's director and recruiters.

Among those programs introduced during the 1980's to expand and enhance coordination on an interstate basis were:

- The Texas Migrant Interstate Project (TMIP), funded with state Migrant Education monies, which provided and continues to provide coordination of educational programming for Texas-based youth as they leave Texas with their families to pursue agricultural work in other states, and
- The University of Texas Migrant Student Program, which developed courses and credit options meeting Texas graduation requirements to allow students to earn credit at their own pace in any location.

Also, the Chapter 1 Migrant Education Section 143 Intra/Interstate Coordination monies were responsible for a number of successful secondary efforts crossing state boundaries, including:

- Interstate Migrant Secondary Services Program (IMSSP), which pioneered teacher exchanges,
- Interstate Migrant Secondary Team Project (IMSTP), which provided a forum for representatives from many states to share secondary expertise,
- Migrant Attrition Project (MAP), which provided new data on a national migrant graduation rate, and
- Migrant Dropout Youth Program, renamed the Migrant Dropout Reconnection Program, which continues to offer migrant youth who have dropped out of school the opportunity to receive materials on programs, careers, and role models and call a hotline for referral information.

When Section 1203 Interstate Migrant Education Coordination monies replaced the 143 grants, secondary education issues became a priority. The Migrant Education Secondary Assistance (MESA) project of 1988/1989 provided baseline data on secondary education. Building on MESA, the present NPSCEA continues data gathering and analysis tasks while providing resources and technical assistance to educators serving secondary migrant youth. Also building on strong interstate coordi-

TIP: State education and local operating agencies are encouraged to develop individualized agreements to identify areas of mutual intent to promote migrant student graduation in specific ways.

nation and cooperation between states on behalf of secondary-aged migrant youth, NPSCEA has assisted in the facilitation of formal interstate agreements between states. In 1992 the Chief State School Officers and the Directors of Migrant Education in the states of Washington and Texas signed an official agreement (See Appendix D) providing a statement of cooperative agreement between state education agencies that identifies areas of mutual intent to promote migrant student graduation in specific ways. NPSCEA's goal is to improve the graduation rate of migrant students by assisting states in establishing and/or enhancing programs for secondary-aged migrant youth.

WHAT WE KNOW

Through more than twenty years of experience with secondary issues, migrant educators have found that certain factors have a great influence on secondary students' opportunities to complete their education. Migrant students must overcome many obstacles in their pursuit of high school graduation. A formidable one is migrancy itself.

The Migrant Education Secondary Assistance (MESA) project studied the effects of mobility on these students and found that their mobility caused secondary students many possible problems, including loss of credits, exclusion by receiving schools in spring, and inability to access needed courses. Exhibit 2 shows some of the effects of mobility.

Mobility is a particular obstacle to school success for migrant secondary youth. The secondary youth's need to accrue credits and finish graduation requirements through consistent completion of sequences of assignments and passing of examinations means that late arrivals, early withdrawals and attendance at more than one school can have a devastating effect. Such youth have a great need for a dependable secondary credit exchange and accrual system.

Overview - Exhibit 2

Mobility Factors

- Loss of credit due to:
  - insufficient days of attendance (late arrival), and/or
  - failure to take final exams (early departure),
- Exclusion by receiving schools in late spring,
- Misunderstandings of differences in credit value,
- Failure to combine credits/award partial credit,
- Differences in course descriptions and courses required for graduation,
- Differences in proficiency or competency test requirements, and
- Lack of availability of needed courses.

TIP: Exhibits 1, 2, and 3 are included in Appendix D as forms to be copied for use as overhead transparencies.

That mobility is a critical factor for students' success was shown in a 1988 study by the Census Bureau. The study indicated that children who moved six or more times between the first and twelfth grades were 35% more likely to fail a grade than students who moved less frequently or not at all. This study, reported in the September 15, 1993 issue of the Journal of the American Medical Association, was based on data on nearly 10,000 children between six and seventeen who were included in the National Health Interview Survey. The study attempted to isolate the effects of mobility from such other factors as poverty, race, single-parent family, lack of parental education and limited English proficiency. It is not known how many children of migrant farmworkers, if any, were included in the study. (MEMO, September/October 1993, p. 6).

In addition to having to overcome the difficulties resulting from their mobility, migrant secondary students often face unusual financial and family pressures. These students are often major contributors to family income and may also bear childcare burdens for their families which make achieving success in school difficult. As a group, migrant secondary students exhibit many characteristics associated with at-risk students. Although dropout rates for migrant youth have decreased during the past twenty years, they remain far too high. Researchers have analyzed dropout indicators and have found that such factors as being older than one's classmates, having a poor attendance record and failing to accrue expected credits are indicative of high risk. Exhibit 3 shows important migrant dropout indicators.

Overview - Exhibit 3

Migrant Dropout Indicators

- Grade retention and overage factor
- School interruption and poor attendance
- Lack of credit accrual
- Low academic performance
- Lack of participation in extracurricular activities
- Low teacher expectations
- Teenage parenthood
- Limited English proficiency (LEP)
- Lack of career planning
- Low self-esteem
- Lack of parental support for education

Many of the indicators listed can be counteracted by appropriate programming decisions; some cannot. Despite the barriers they face, however, many migrant secondary students are successful in completing their schooling. Researchers have investigated those factors common to successful students. How have some secondary migrant students overcome the barriers and graduated from high school? Not surprisingly many success factors were found to be the reverse of the dropout factors previously listed. Exhibit 4 shows factors common among successful migrant farmworker students.

Overview - Exhibit 4

Success Factors for School Completion

- Strong parental support
- High academic performance
- Participation in school activities
- High self-esteem
- Older sibling graduation
- Continuity of education

Recommendations

This accumulated knowledge of the factors affecting school success for migrant secondary students has led to the formulation of recommendations for educators seeking to develop or enhance programming for secondary migrant youth. Twelve recommendations, grouped in seven topical areas, represent the collective conclusions of previous studies and are supported by technical assistance and data gathering experiences of the NPSCEA. Options and Resources has been organized around these topical areas: *identification and recruitment, needs assessment, program strategies, student credit exchange and accrual, parental involvement, interagency coordination and cooperation, and program evaluation.* Each of these topical areas is included as a major section of this document. Specific ideas for developing or enhancing a secondary program based on the recommendations are included in the appropriate sections.

Identification and Recruitment

- **Better identification and recruitment of secondary-aged migrant youth** - Recent data from the National Agricultural Workers Survey indicate greater numbers of potentially eligible secondary-aged migrant youth than are being identified and recruited (Invisible Children, p. 9). Although they are the most difficult of all ages to identify, recruit and serve, migrant secondary-aged youth should be searched out and offered appropriate educational options.

Needs Assessment

- **Appropriate secondary programming based on needs assessment of individual migrant youth** - It is imperative that program planning be based on a comprehensive needs assessment process so that secondary youth have access to services in the areas of academic programming, language and survival skills, proficiency testing, and personal support based on their needs.

Program Strategies

- **More versatility in programming and scheduling** - Scheduling which opposes the lifestyle of migrant secondary youth dooms even the most elaborate and expensive educational efforts. When planning, staff must recognize that the basis of an appealing and useful program is identifying *what works* for secondary youth, not what works for the staff, bus drivers or attendance officers. To accommodate this approach, secondary programming may take a very untraditional tack and will likely need defense.

- **More work-study and career education programs** - Migrant Education programs must recognize the secondary youth's obligation to assist the family financially. Successful secondary programs may attempt to provide employment opportunities which enable youth to contribute financially to the family to some extent while at the same time developing a sense of pride in their work. Work-study programs are a proven and effective means of dropout prevention and retrieval. Migrant Education programs must also recognize that many migrant students have limited opportunities to learn about careers in areas other than agriculture. For the students to prepare for careers, they must have chances to learn about their options through career awareness, exploration and work experience.

- **Increased services to migrant dropouts** - While federal requirements mandate that youth including dropouts up to age 22 be served, dropouts receive the fewest services and continue to fall through the educational cracks. The lives of migrant dropout youth, as well as migrant secondary youth, may not fit the traditional education picture. They often lead lives that include adult problems such as child care, the need to work and family dissidence. Dropouts must be offered alternative educational programs, consistent contact and referral to a variety of human service options.

- **Stronger linkages and transitional programs for higher educational opportunities** - Migrant secondary students need access to programs focusing on study skills, awareness of post-secondary opportunities and guidance through the maze of financial considerations regarding post-secondary education. Introduction to post-secondary education and its opportunities is needed for youth who may be the first in their families to graduate from high school and consider such possibilities. The difficulties of funding an education are often enough to thwart post-secondary goals for the youth and their families.

Student Credit Exchange and Accrual

- **More facilitation of credit transfer/access to credit-earning opportunities** - It is essential that current academic and credit information be exchanged and that processes for credit acceptance and accrual be in place for migrant secondary students. Completion of graduation requirements for interstate youth is dependent upon communication among agencies on both a local and national level. Responsibility for such communication rests at all levels. On the local level it may be simply taking the time to place a call to the student's homebase school or the office of a receiving state counselor, while at the national level formal agreements between state education agencies may be necessary. Educators should continue to advocate strongly for the development of credit acceptance mechanisms, particularly to achieve continuity between districts.

Parental Involvement

- **Greater involvement of the whole family in education** - All who work with migrant students must be committed to a process whereby families and educational programs are joined as partners for students' educational success. Migrant parents are, in most cases, supportive of educational opportunities for their secondary youth. However, they are often unaware of the need for secondary and post-secondary education today. To promote continued high aspirations for secondary youth, migrant educators will need to furnish parents with information in these areas. Secondary programs seeking the involvement of the migrant family will recognize the need to communicate in the parent's native language and promote the awareness of students' and parents' rights.

Interagency Coordination and Cooperation

- **Access to support services through interagency coordination** - Migrant secondary-aged youth need access to the support services that may be essential for the completion of their education. All those working with migrant youth will need to combine efforts to help them identify services and form the necessary connections.

- **Greater advocacy for secondary level migrant issues** - Migrant secondary youth need to be employable in the everchanging technological society of the year 2000 and beyond. Working as ambassadorsfor the youth, migrant educators can communicate the special characteristics and needs of culturally diverse migrant secondary youth. Working together, migrant educators, school systems and communities can develop appropriate services.

Program Evaluation

- **Integration of program evaluation with program design and implementation** - Evaluation should focus on the broad goals of the program. These goals, known as desired outcomes, can be developed as goal statements or measurable objectives that focus on anticipated positive changes that will occur as a result of the activities planned for the program. The evaluation of desired outcomes is based on the identification of key characteristics of the program, documenting the activities and outcomes of the program, summarizing this information and writing an evaluation report.

- **Use of program evaluation for improving programs** - An evaluation process facilitates a systematic review of program activities and provides a clearer basis for the implementation of any changes that might be made to improve the program.

Many specific programs have fulfilled one or more of these recommendations, sometimes in remarkably innovative ways. However, migrant secondary-aged youth will not find such programs universally available. The challenge now for Migrant Education programs is to fulfill the recommendations, leading to a ninety percent graduation rate for migrant secondary students and students who learn to use their minds well and leave school prepared for responsible citizenship, further learning and productive employment. For migrant secondary youth to meet these National Goals for the year 2000, great efforts by all involved in their education will be required.

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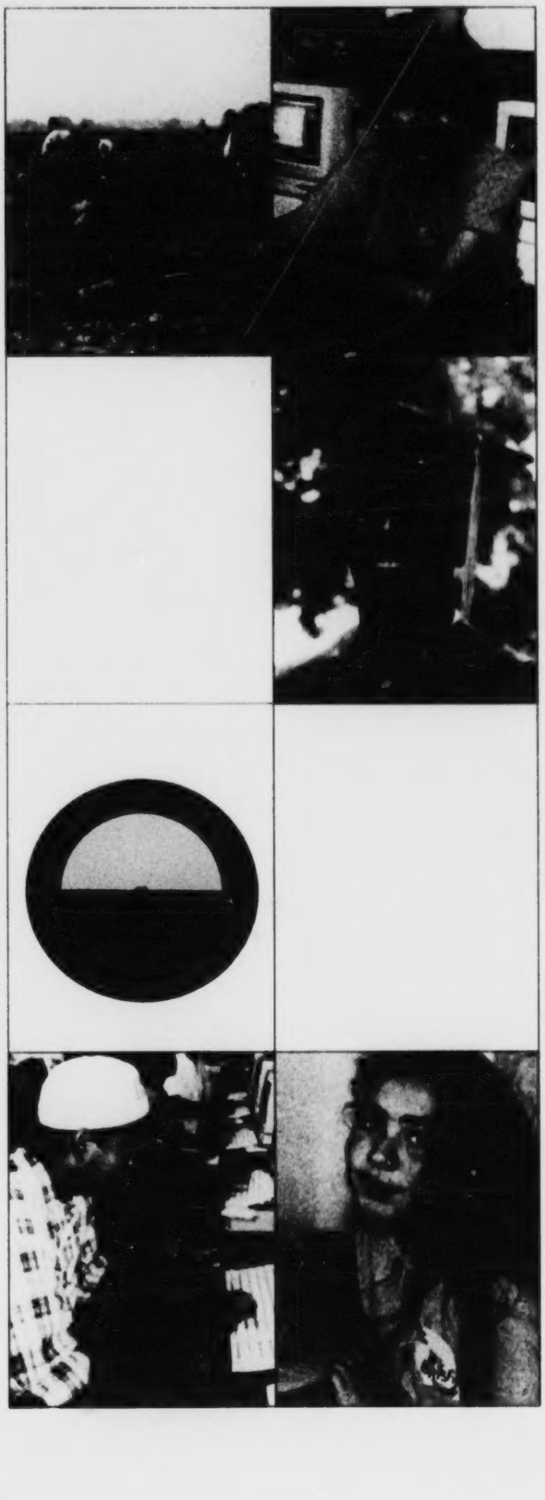

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IDENTIFICATION AND RECRUITMENT

"Identification means determining the presence and location of migratory children. Recruitment means securing necessary information about each child, recording the basis of the child's eligibility on a COE [certificate of eligibility], and entering the eligible child in the MSRTS [Migrant Student Record Transfer System]. The SEA [State Education Agency] is responsible for the identification and recruitment of all eligible migratory children in the State." (Migrant Education Program Policy Manual, p. 33)

RATIONALE

A good identification and recruitment (ID&R) component is an essential beginning for any Migrant Education program. Youth must be identified and recruited to have access to Migrant Education services, and Migrant Education funding is dependent upon the recruitment efforts. ID&R efforts are particularly critical for secondary youth. The secondary-aged youth's need to work may prove an obstacle both to recruitment and provision of services and must be considered in planning. In addition, the demographics of the migrant work force have recently been changing; more and more secondary-aged youth are traveling to find work independent of their families or with family members other than their parents. Some of these youth are eligible for services and should be identified and recruited.

The ID&R of currently migrating youth is most important. ID&R of these youth may be more difficult than for those youth less mobile, but the currently migrating youth may be those most in need of Migrant Education services.

IMPLEMENTATION

Secondary youth often present special challenges in the ID&R process. For a number of reasons these youth are often more difficult to identify than younger children, and recruitment may involve selling the need to enroll in an educational program. Listed below are a number of these challenges, as well as strategies/ approaches that a recruiter* might employ in meeting them.

- **The secondary-aged youth may be difficult to identify and recruit because of a need to work.**

Secondary youth's work often is an important income source for the family. A youth may even misrepresent his/her age in order to qualify for better pay and work. Some youth may also remain at home looking after their own children or younger siblings while other family members are working. The recruiter needs to know where to look for the secondary youth and then, assisted by other staff members, be ready to offer the youth possible services and reasons for accessing them.

"A better education will mean more help for your family."
Migrant Recruiter

Since many migrant secondary youth are part of the labor force, to find them the recruiter can check area labor camps and employment sites such as farms and processing plants. Talking with staff in local agencies, including churches, health clinics, childcare centers, WIC programs, etc. likely to encounter migrant farmworkers may prove helpful as well. Being able to offer these youth such services as assisted studies, flexible scheduling and work/study programs may be key to their ID&R.

TIP: The recruiter can work with crew leaders and labor contractors in disseminating information to farmworkers.

---

* The word "recruiter" is used in this text to refer to staff engaged in the ID&R process. "Recruiter" could mean one person working part-time on ID&R tasks or a team of staff members.

- **Migrant youth may be traveling or living alone and cannot be identified through younger siblings.**

The successful recruiter of secondary youth needs to be alert for eligible youth working or living apart from their families. Again, the recruiter can often identify these youth by checking employment sites and working with growers and crew leaders in identification. The recruiter interviewing the head of a family can also routinely ask if there are other older children in the area who no longer live at home and who might be eligible for services. The family may not think of these youth if the recruiter does not ask. The "emancipated" youth may be particularly work oriented and will need to be provided with information on benefits for enrolling and participating in programs.

- **The secondary-aged youth may be overage for his/her class and consider him/herself too old for programming.**

Being older than most classmates is often a major factor in a migrant youth's decision to drop out of school. The Grade Retention and Placement Evaluation (GRAPE) data revealing that by second grade 50% of migrant students are below modal grade illustrate the magnitude of the overage factor. Being retained one grade increases by 40% a student's risk of later dropping out; being retained two grades increases the risk to 90%. This factor should be considered in recruitment practices. It may be helpful for the recruiter to talk with overage students in small groups, explaining to them the possibilities of summer programs and assisted studies, e.g., Portable Assisted Study Sequence (PASS), to help them make up credits as well as alternative programming, such as driver's education and vocational training, which may be of interest.

TIP: A second call or visit may be necessary in working with secondary youth. Many other things are going on in a secondary youth's life.

- **The secondary-aged youth may not seek services because they migrate from areas that do not or have not previously offered services for secondary-aged youth.**

When families have previously benefited from Migrant Education programming, the recruiter's job is often much easier. The recruiter quickly learns that less elaborate explanations are possible when families know about Migrant Education. Secondary youth who have moved from areas that have not had secondary programming may be in need of special recruitment efforts. They and their families may not think that the recruitment process is important for them because Migrant Education is "for the younger children." Again, asking particularly about secondary youth in the family and having information ready about available services will help ensure identification and recruitment of these youth.

TIP: The parents already involved in the program can be very helpful in gaining referrals of new families and identifying eligible youth. Many programs have hired migrant parents themselves as recruiters. Parents chosen to be recruiters begin working with a knowledge of migrant lifestyle that other new recruiters must learn. Recruiters are a program's first link with the migrant families and sometimes the most visible link. Migrant parents or former migrant farmworkers often are excellent in this role.

- **The secondary-aged youth may be more difficult to recruit because of a need for support services and resources.**

The secondary youth may need support such as access to suitable clothing, school supplies, or child care to be able to attend programs. One of the recruiter's tools is a knowledge of local services available. Staff may also consider how various support services can be incorporated in Migrant Education programming itself. More information on assisting youth with support service needs is included in the Program Strategies and Interagency Coordination and Cooperation sections.

TIP: Local service groups, such as Rotary or Kiwanis, might be approached for the financial resources that would make attendance for a particular youth possible, e.g., clothing or school supplies.

- **The secondary-aged youth may be dropouts and unaware that services are available to them.**

Unless the recruiter mentions the possibility, youth and their families may not think about the importance of the recruitment of dropout youth. Migrant Education can serve youth through the age of 21 if they have not yet received a high school diploma or a General Educational Development diploma (GED).

Dropout youth may have had negative experiences with schooling and be particularly suspicious of the recruiter. Establishing the trust of the youth is most important. Instead of simply beginning to fill out a form, the recruiter may need to talk to these youth, getting to know them and their concerns. They may need time for a "cooling off" period before being approached or reapproached. Recruitment in groups is sometimes helpful - youth may be more willing to join a program if everyone else is doing it. In recruiting, the recruiter can mention services available, such as GED preparation classes or vocational training, either through Migrant Education programming itself or as part of a local adult education program.

TIP: Recruitment incentives, possibly incorporating the Migrant Education logo, may be helpful, e.g., caps, t-shirts, pencils, etc.

TIP: In addition to locating dropout youth at their work sites, the recruiter might put up posters and program information in places the youth frequent, such as shopping and recreation areas.

Steps to ID&R

Keeping in mind the characteristics of secondary youth unique to the ID&R process, the recruiter can successfully complete their ID&R by following these steps:

1. Analysis of previous year's records

Analysis of the previous year's records will give the recruiter a good start on knowing who was recruited the previous year and might be eligible again, total numbers, and living areas. These demographic data give the recruiter a beginning point.

2. Identification of places to inquire about migrant families and conduct ID&R visits

Knowledge of the local area and local conditions is essential. Where are the living areas, labor camps, farms and processing facilities? When will the crops be ready? When will workers arrive? Who are the local contacts who will know? What local agencies are likely to be good sources of information about incoming workers?

TIP: It is helpful to obtain a map of the state, region or area so that families served as well as farms and food processing facilities can be plotted.

3. Contacting homebase school personnel

"Receiving" areas for migrant farmworker youth can address ID&R well in advance of the students' arrival by working with homebase schools. Concerned counselors and teachers in the homebase schools often know where students are traveling and respond to telephoned or written requests for information.

TIP: The NPSCEA Program Planner provides an outline for planning an ID&R program. Slots are provided for the names of staff members responsible for various phases of the process as well as for notes as to resources needed and timeline. A second page allows space for analyzing ID&R data, this year's data alongside last year's, giving a view of the migrant secondary population by grade level and migrant status as well as providing space for notes on dates of arrival and departure. This chart may also be used in the needs assessment process for secondary programming.

4. Publicizing the Migrant Education Program

The recruiter can prepare flyers to send home with students and post at appropriate sites and/or newspaper notices and public service announcements (PSAs) to ensure that the families and youth eligible for the Migrant Education Program know about it and know that a recruiter will be visiting. Bilingual publicity efforts will yield more positive results with parents and youth who are not fluent in English.

5. Conducting migrant housing/work site ID&R

Effective ID&R can not take place entirely in the office. At some point recruiters will need to get out to areas where migrant farmworkers are known to live and work and begin actual recruitment. Settled out as well as currently migratory students can be found and recruited by surveys of housing areas. Permission can be arranged with employers/crewleaders for access to farmworkers at the work sites, before and after working hours or during lunch breaks.

6. Conducting local school-based ID&R

The recruiter can register additional migrant students in conjunction with parent activities in the schools. The ID&R team can set up a table during a school pre-registration, quickly screening all parents who pass by, checking for eligibility with two or three questions. Those who seem to qualify can be interviewed at once and recruited if eligible. (Johnson, p. 36)

TIP: Some Migrant Education programs have worked with Job Training Partnership Act (JTPA) 402 programs on joint recruitment efforts.

Student Profile

As a senior at Donna (Texas) High School Ramiro Montemayor was a member of Migrant Club. Ramiro is the third youngest among six brothers and three sisters in a single parent family headed by his mother. Ramiro has been a migrant all his life. During the school year his mother works in hospital housekeeping, while in the summer the family migrates to work in the chicken-processing industry in Delaware as well as to harvest cucumbers in the Eagle Pass, Texas, area.

Ramiro's older brothers dropped out of school, making him the first male in his family planning to complete high school and go on to college. Ramiro has been accepted at Southwest Texas State University at San Marcos where he plans to pursue a PhD in music education. He is a vocalist and favors classical music. Ramiro stated that he never thought he had a chance to go to college until he was in the Migrant Club. Along with the information he received about financial aid applications and deadlines, classes in SAT and ACT preparation, and knowledge about the impact of his grade point average on college admissions, Ramiro stated that being in the Migrant Club helps migrants go places and see things about college and college life that others do not. The Migrant Club helped him define his goal to go to college and consider how to make it all possible. Ramiro has struggled with seizures all his life and is on medication which keeps them fairly well controlled. The Migrant Club was instrumental in helping him cope with the seizure problem by giving him support and confidence.

At first Ramiro did not want to join the Migrant Club because it was for migrants and he thought it had nothing to offer him. He realized that club members work together and support each other. He began to understand that the club could expose him to experiences and information that he could not have without it. Ramiro said, "We talked about funding for college. I would not have known about it without the Migrant Club."

Ramiro credits his mother's influence in helping him make it through school and cope with his health problems. She wants him to have an education and supports his going away if it is for the best.

He advises other migrant youth to "Join the Migrant Club...It offers migrant kids opportunities that others do not have...Look on being migrant as a positive."

A profile of Migrant Club is included in the Program Strategies section of Options and Resources.

TIP: Some recruiters partially complete COEs for families who have previously been served by the program and are believed to be in the area and again eligible. This technique may save time and make interviews more comfortable. Some programs also ask the Migrant Student Record Transfer System (MSRTS) for "recertification of eligibility" forms for the youth they had recruited for a particular period of time. The "recertification of eligibility" form contains information gathered at the previous recruitment visit and allows for updating with new information. If the family is still in the area, is still eligible and has not made a qualifying move since the last recruitment, the parent/guardian can simply sign this form when the recruiter has verified information. If the family has made a qualifying move, however, a new COE must be completed. A sample "recertification of eligibility" form is included in Appendix D.

"It is the recruiter who harvests the migrant children, who triggers the transfer of records and determines the eligibility of the children so that the rest of us can go about our tasks of providing instructional and support services...The recruiter has an immense responsibility. The recruiter must see that migrant families are located, personally contacted, and their eligibility determined. He or she must see to it that the proper documentation is completed, the program explained and the societal needs of the family noted." (Vic Rivera, MEMO, July/August 1991, p. 10).

With the cooperation of school officials the recruiter can also have all secondary students complete a simple survey form. All students might take five to ten minutes to respond to the questionnaire during a homeroom period or English class. When returned survey forms show possible eligibility, the recruiter can call those families with phones and ask additional questions or make home visits as necessary to reach and recruit all eligible families. Exhibit 1, the sample form that follows, was prepared by the Identification and Recruitment Contract Project, a Migrant Education Section 143 Coordination Project conducted by the Pennsylvania Migrant Education Program. Students can be asked to fill out the top half of the form before responding to the three questions as they are asked, one at a time. Both English and Spanish versions of the form are included in Appendix D.

Staffing

The importance of the recruiter's job is emphasized by the many diverse competencies required. The successful recruiter must have a thorough grasp of complex regulations and also be able to communicate well with people in many positions. The information obtained by the recruiter must be carefully recorded so that youth will have access to Migrant Education services. Exhibits 2 and 3 are sample job descriptions for the recruiter and migrant records/data entry clerk. Appendix C includes copies of sample job descriptions ready for photocopying.

ID&R - Exhibit 1

Student Survey

Student Name ______________________________

Parent or Guardian ______________________________

Mailing Address ______________________________

Location of Residence ______________________________

City ____________ State ____________

Zip ____________ Telephone ____________

1. Have you moved within the past 6 years, even for a short time?

Yes ☐ No ☐

2. When you moved, did you move from one school district to another?

Yes ☐ No ☐

3. Did you move so that a member of your family could find work in agriculture or fishing?

Yes ☐ No ☐

ID&R - Exhibit 2

Sample Job Description

Job Title: Migrant Recruiter

Qualifications:

- High school diploma and demonstrated reading and writing ability
- Bilingual (English and ____________)
- Ability to relate to a cross-section of people on a professional and personal basis
- Good communication skills
- Thorough knowledge of the geographic area
- Willingness to work irregular hours when necessary
- Flexible approach to work assignments
- Possessing own transportation

Responsibilities:

- Understands federal regulations pertaining to the Migrant Education Program
- Completes specified training for recruiters
- Attends all recruiter meetings
- Follows all procedures and practices in the state ID&R handbook and any other directives issued by the State Department of Education
- Identifies all eligible migrant students (ages 0-21) residing within the boundaries of the assigned school district(s)
- Completes Certificates of Eligibility and obtains a parent/guardian signature for documentation of eligibility for all eligible students
- Submits completed forms to the MSRTS clerk
- Works under the supervision of the migrant project director and with school principals, teachers, secretaries, and nurses in maintaining appropriate records
- Serves as liaison between home and school, continually striving to maintain positive communication
- Assists with recruitment of parents for membership in Parent Advisory Council (PAC) and PAC activities
- Provides or facilitates supportive services to migrant youth and families as necessary to enable migant youth to receive a sound education
- Completes all work completely, accurately, and promptly
- Performs other duties as assigned

Adapted from: Leon Johnson and Vidal A. Rivera, Jr. Recruiting Migrant Students: Administrator's Guide. Harrisburg, PA: Pennsylvania Migrant Education, June 1989.

ID&R - Exhibit 3

Sample Job Description

Job Title: Migrant Records/Data Entry Clerk

Qualifications:

- High school diploma or equivalent
- Good oral and written communication skills
- Experience with computers/keyboarding preferred
- Interest in details
- Bilingual (English/__________) preferred

Responsibilities:

- Completes specified training
- Completes necessary forms for migrant student enrollments
- Verifies necessary parent signatures concerning last qualifying move and certification of eligibility
- Transmits all pertinent information to MSRTS
- Prepares and submits statistical reports
- Maintains and records insurance claims
- Updates migrant student information as necessary
- Performs other duties as assigned

Staff Development

A good staff development program is essential to successful ID&R. Newly hired recruiters will need in-depth training, while experienced recruiters will need updates and opportunities to share and refine their skills/techniques among other recruiters and staff.

Migrant records clerks need to complete specified training to learn the regulations on ID&R as well as precise procedures for making appropriate entries. They will need thorough initial training and in-service training as new procedures are instituted and regulations change.

The Texas Manual for the Identification and Recruitment of Migrant Students includes a sample agenda for recruiter training. The Manual suggests a three-five hour time period for training, time varying by levels of experience among the trainees and group size. Exhibit 4 is an agenda adapted from the Texas model.

> *"Most recruiters get on-the-job training by other, more experienced recruiters. Commonly, this training is brief and incomplete and recruiters are not adequately prepared for the problems they encounter on a daily basis. They need continual skill development training from the State migrant education program."* (Johnson and Rivera, p. 60)

ID&R - Exhibit 4

Recruiter Training Agenda

1. Overview of Migrant Education Program (MEP)

   - History and purpose of the program
   - MEP areas of focus

     ID&R
     The Migrant Student Record Transfer System (MSRTS)
     Coordination of services to migrant students
     Early education
     Graduation enhancement
     Secondary credit exchange and accrual
     Secondary program options

2. Identification and recruitment

   - The purpose and importance of ID&R
   - Review of most current federal regulations on migrant child eligibility, eligibility case studies, and state policies and guidelines
   - Review of Certificate of Eligibility (COE), procedures for verifying accuracy and completeness of data, requirements for filing and maintaining COEs
   - Procedures for enrolling students in MSRTS, including procedures for COE transmittal, mass enrollment and residency verification
   - Procedures for conducting parent/guardian interviews, including communication skills and cultural awareness
   - Strategies for locating potentially eligible migrant children and coordination with other community agencies

3. Migrant Student Record Transfer System (may be combined with 1 and 2)

   - History and purpose of MSRTS
   - Overview of school district required MSRTS activities and implementation guidelines, including:
     - Priorities and procedures for submitting enrollment, education, health, and withdrawal data to the MSRTS
     - Requirements for filing and keeping records and procedures for completing logs to document MSRTS data
     - Strategies for assessing the effectiveness of the required MSRTS activities
   - Procedures for removing misidentified students from MSRTS data bank
   - Overview of applicable MSRTS management reports
   - Uses of MSRTS data by school personnel (teachers, counselors, nurses, etc.)

> *"Recruiting migrant students is not easy. Being a good recruiter requires an unusual combination of talents. A partial list would include some of the skills of an investigator, a social worker, a salesperson, a decision-maker, an attorney, a paramedic, and a public relations representative."*
> (Johnson and Rivera, p. 47)

The Texas model might be used as a starting point for a brainstorming discussion by staff in preparing a local agenda. Given the complexity of the material to be covered, the agenda might be divided so that the recruiter can get a chance to make visits with more experienced staff between training sessions. If a new recruiter is paired with a more experienced staff member, the experienced recruiter must be very well trained in correct procedures.

Refresher training sessions to remind staff about requirements and timelines are encouraged. The California Migrant Education Program recommends holding at least three mandatory recruiter meetings per year to disseminate new information, review policies and procedures and discuss eligibility situations.

TIP: The ID&R Contract Project suggests that training sessions make use of techniques other than a lecture style, such as situational games, role-playing and videos. The Project produced an audiovisual package to accompany its Recruiting Migrant Students: Recruiter's Guide for staffs to use in recruiter training. Those materials are available through the Program Coordination Centers. Contact information is included in the Technical Assistance section of the appendices.

RESOURCES

The following materials may provide assistance in developing or enhancing an ID&R program:

California Plan for Identification & Recruitment. Sacramento, CA: Migrant Education Office, California State Department of Education, 1992.

Johnson, Leon and Vidal A. Rivera, Jr. Recruiting Migrant Students: Administrator's Guide. Harrisburg, PA: Pennsylvania Migrant Education, June 1989.

Johnson, Leon. Recruiting Migrant Students: Recruiter's Guide. Harrisburg, PA: Pennsylvania Migrant Education, June 1989.

The Texas Manual for the Identification and Recruitment of Migrant Students. Austin, TX: Texas Education Agency, July 1993.

TECHNICAL ASSISTANCE

The Program Coordination Centers (PCCs) provide technical assistance on identification and recruitment. Addresses and telephone numbers are included in Appendix B.

Sources

California Plan for Identification & Recruitment. Sacramento, CA: Migrant Education Office, California State Department of Education, 1992.

Grade Retention and Placement Evaluation Final Report. Oneonta, NY: Grade Retention and Placement Evaluation (GRAPE), Migrant Programs, SUNY-Oneonta, December 1987.

Johnson, Leon and Vidal A. Rivera, Jr. Recruiting Migrant Students: Administrator's Guide. Harrisburg, PA: Pennsylvania Migrant Education, June 1989.

Johnson, Leon. Recruiting Migrant Students: Recruiter's Guide. Harrisburg, PA: Pennsylvania Migrant Education, June 1989.

Migrant Education Program Policy Manual. Washington, DC: U.S. Department of Education, Office of Migrant Education, November 1991.

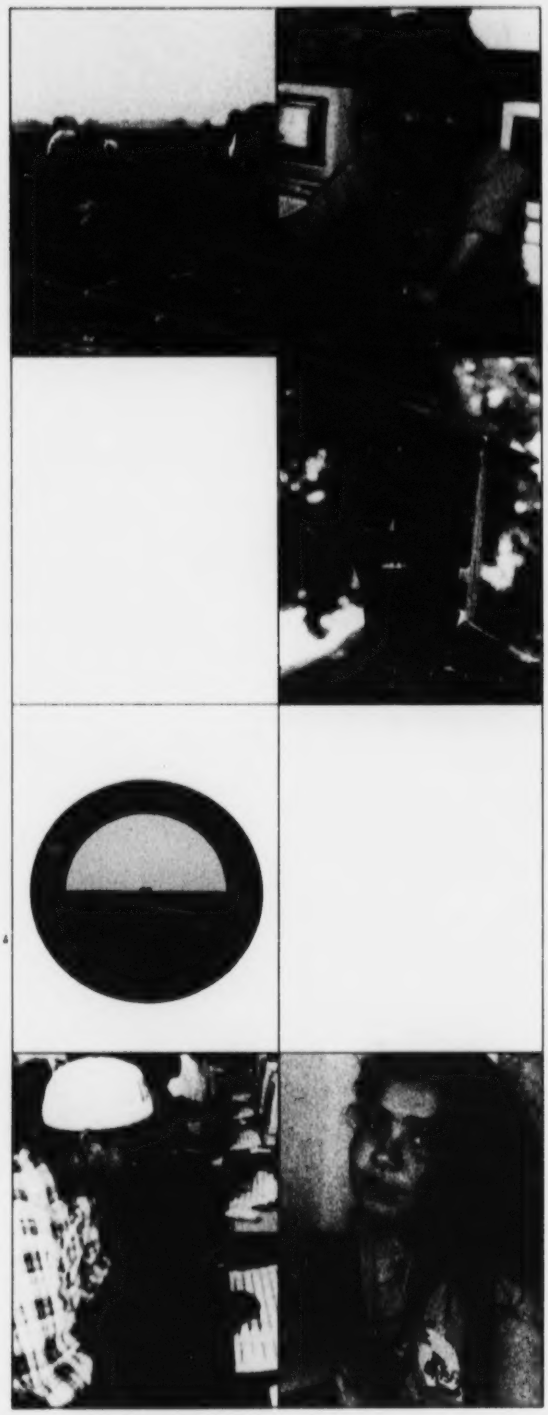
Migrant Service Coordinator Handbook. Austin, TX: Texas Education Agency, 1991.

Rivera, Vic. "ID/R: You Don't Have a Job without It," MEMO, July/August 1991.

Slaughter, Leonard S. The Education of Adult Migrant Farmworkers. Woodland Hills, CA: U.S. Department of Education, Office of Vocational and Adult Education, January 1991, Vol. 1.

Successful Strategies for Secondary Age Migrant Youth. San Diego, CA: Interstate Migrant Secondary Team Project, n.d.

The Texas Manual for the Identification and Recruitment of Migrant Students. Austin, TX: Texas Education Agency, July 1993.



Options and Resources

for Achieving Credit Accrual for Secondary-aged Migrant Youth

NEEDS ASSESSMENT

National Program
for Secondary Credit Exchange
and Accrual (NPSCEA)

BEST COPY AVAILABLE

Options
and
Resources
for Achieving Credit Accrual
for Secondary-aged
Migrant Youth

Cover photos by:
Pat Meyertholen (top row)
Houston HEP (second row)
Pat Meyertholen (left) & Pat Edwards
(right - bottom row)

Options and Resources

for Achieving Credit Accrual for Secondary-aged Migrant Youth

NEEDS ASSESSMENT

developed by

National Program for Secondary
Credit Exchange and Accrual

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1994

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Central Satellite
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28 East Jackson Blvd. #1600
Chicago, IL 60604
(312) 663-1522

Western Satellite
Migrant Child Institute
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1-800-456-7232

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NEEDS ASSESSMENT

"Every SEA and operating agency that receives Chapter 1 MEP funds must use the results of an annual assessment of educational needs in designing and improving its Migrant Education Programs and projects." (Migrant Education Program Policy Manual, p. 13)

RATIONALE

Assessment of needs is a valid starting point for educational improvement, providing the information necessary for designing and improving programs. It is a two-fold process: (1) analysis of the needs of the individual student so that each migrant secondary student can reach his/her potential and (2) analysis of the needs of the entire group of secondary students for overall program planning.

Needs assessment should be the basis for design of the program. Analysis of the needs of all of the students projected to enroll will determine what courses and activities are planned, when they are scheduled and what support services are provided. When needs assessment is the basis for the program, more students receive appropriate programming and services in an efficient and effective manner.

NEEDS ASSESSMENT

↓ ↓ ↓ ↓

PROGRAM STRATEGIES

A good individual needs assessment process can help a student avoid the frustrations often resulting from lack of coordination between homebase and receiving schools. The process of using needs assessment results can help a student avoid duplication of courses, improper course selection and grade placement, and finding that credits accumulated are inappropriate and/or insufficient to meet graduation requirements; inappropriate handling of these factors will contribute to a student's decision to leave school early.

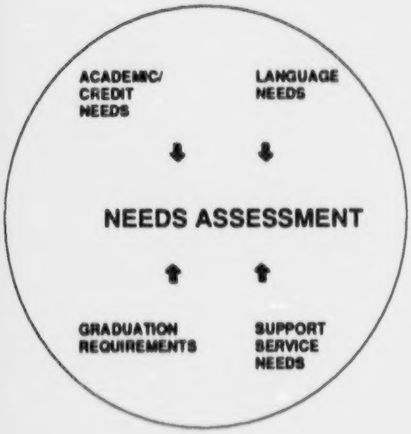
IMPLEMENTATION

INDIVIDUAL STUDENT NEEDS ASSESSMENT

Each student has individual needs. A comprehensive needs assessment for a youth will identify academic, credit, language development, proficiency test, and support services needs. The needs assessment should be the result of careful consideration of the student's records and interviews with the student and, if possible, his/her parents. How can this individual youth reach the National Goals for the year 2000? What does the youth need for graduation and post-graduation plans:

Full credits? partial credits?
Successful completion of a proficiency test?
ESL or other language instruction?
Post-secondary school information?
Attention to cultural, social issues?
Other needs?

The "Individual Student Needs Assessment Form" following this section can be completed for each youth by staff working from student records, talking with the youth and family members, and calling for specific information as necessary.



Needs Assessment Steps

1) Determination of academic/credit needs

a) Review of the student's documents is the first step. These may include previous or homebase withdrawal forms as well as Migrant Student Record Transfer System (MSRTS) records and school transcripts and, in addition, for students who just moved into the area, class schedules, report cards and any other information that the student or his/her parents has carried.

b) An interview with the student is the second step. The student will need to share plans and goals in order for a comprehensive plan to be made. At this time, the student may be able to answer questions staff have concerning some of the notations on the records. If possible, the parents should be involved in this process. If it is not possible to involve the parents in the interview, the parents should be informed as soon as possible about plans discussed.

c) If necessary, the MSRTS Information Center (800-643-8258) can be called for a student credit profile, recommended courses and proficiency test results (e.g., Texas Assessment of Academic Skills).

d) If necessary, the student's previous/homebase school can be called to complete information and assist in interpretation of records.

- When calling for more information have the following data ready:

    1) Student's name (official, not a nickname)
    2) MSRTS identication number, if known
    3) Date of birth
    4) Parents' names and addresses

- The staff member should identify him/herself, giving:

    1) Name, state, school, migrant program, and
    2) Reason for the call.

  The staff member should also:

    3) Be prepared to answer any questions about the program and/or course offerings

e) Record information obtained on appropriate forms.

f) Based on all information collected, the staff member can then work with the student to determine the needs and specific course(s) or instruction that meets those needs.

TIP: Follow-up will be necessary. The follow-up steps to ensure that students do accrue credits as the result of this process are included in the Student Credit Exchange and Accrual section of Options and Resources.

Student Profile

Annabel Ortiz was named Washington State PASS Program Student of the Year 1991-92. Annabel is a migrant student from Toppenish, Washington. Her parents have been migrant workers for many years. Annabel graduated in June of 1992 from the Toppenish High School against great odds. PASS was instrumental in assisting Annabel to graduate. Annabel states, "Completing my high school education has been a very difficult task. I quit school to get married after completing only my freshman year. It was not until two and a half years later that I returned to school determined to finally graduate. During the time I had dropped out, I gave birth to a son, got divorced and was diagnosed with cancer.

Annabel, however, was determined to graduate. Her cancer was treated through surgery and chemotherapy. Even through her sickness and birth of her child, Annabel was firm, keeping to her studies. With the help of a tutor who came to her home, she worked on her regular course work and enrolled in PASS courses; Annabel made up the two and a half years she missed.

Annabel is now a full-time student at Yakima Valley Community College. A profile on the PASS (Portable Assisted Studies Sequence) program is included in the Program Strategies section of Options and Resources.

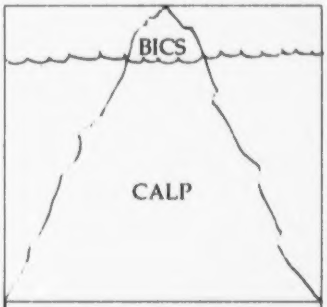
2) Determination of language needs

Unless the student is completely new to the school system, information related to native and second language screening should be in existing records. Staff may find this information in the student's cumulative record, MSRTS records test data section or school withdrawal form.

Sometimes only information regarding the student's English language proficiency is available. In school districts with bilingual or ESL education programs, there is usually a language assessment procedure to determine if the student needs bilingual or ESL instruction. In many school districts, the instruments used are the Language Assessment Scales (LAS), the Bilingual Syntax Measure (BSM) or a similar discrete point type measure. However, a particular migrant LEP student may have been assessed with the LAS or another language screening instrument in English only. It is crucial to the assessment process to identify the student's native language abilities. Therefore, researching existing records for evidence of this information is a must. If this information does not exist, assessment using other techniques such as interviews or formal and informal assessments can be conducted in the native language.

TIP: HELP! They Don't Speak English Starter Kit for Young Adults is available through the Program Coordination Centers (PCCs). See Appendix B for contact information.

If the student is literate in the native language, learning English will be easier because concepts and vocabulary will have been acquired and learning will be largely a matter of transference. If students are not literate in the native language, they must learn things in English for which they do not have the concepts or vocabulary in the native language. Consequently, learning will be more challenging. The student needs time (one and one-half to two years) to become proficient in English language basic interpersonal communicative skills (BICS). It usually takes from five to seven years for the student to gain cognitive academic language proficiency (CALP). Formal testing in English should not be conducted before the student has had adequate time to learn the language.



TIP: Cummins' "iceberg theory" postulates that most of a student's linguistic cognitive proficiency is below the surface, similar to an iceberg.

BICS and CALP

The first level of proficiency, which is important for casual conversation, is called Basic Interpersonal Communicative Skills (BICS). Also called "playground English" or "survival English," BICS represents English language skills at a purely functional level. It is often assumed that because a student can understand and communicate at a functional level, that this level of English proficiency is sufficient for academic learning. This is not the case. A BICS level of proficiency is inadequate for understanding cognitively demanding concepts without the assistance of context tools.

TIP: If a student speaks English fluently (demonstrates BICS) it does not necessarily follow that he/she will perform well on a standardized achievement test, always a measure of CALP.

For a student to achieve success in academic content areas, the student needs a level of language proficiency substantially higher than the BICS level. The language proficiency needed to comprehend the more challenging tasks is called Cognitive Academic Language Proficiency (CALP). CALP means that a student's proficiency level represents literacy, a comprehensive understanding of language including speaking, reading, writing, and listening. Only at this level can a student succeed in mastering academic subject material.

Research shows that a new learner of a second language with at least two years of native language instruction will take from five to seven years to move from basic interpersonal communications skills (BICS) to cognitive academic language proficiency (CALP) in reading, social studies, and science but will take two to five years in mathematics and language arts. It takes even longer for new immigrant students with no prior schooling to reach CALP. Older adolescent second language learners may never achieve CALP without special assistance (Cummins and Swain).

Common tests used to assess oral language proficiency include:

Basic Inventory of Natural Language (BINL)
contact: Checkpoint Systems
1558 North Waterman, Suite C
San Bernardino, CA 92404

Idea Oral Language Proficiency (IPT)
contact: Ballard and Tighe, Inc.
580 Atlas Street
Brea, CA 92621

Language Assessment Battery (LAB)
contact: Riverside Publishing
8420 West Bryn Mawr Avenue
Chicago, IL 60631

Language Assessment Scales (LAS)
contact: CTB/McGraw-Hill
Del Monte Research Park
2500 Garden Road
Monterey, CA 93940

Informal assessment of language skills

When staff need information concerning a student's language proficiency quickly and no other information is available, an informal assessment of language skills is sufficient initially. A more detailed analysis of oral language ability can be made later. Included at the back of this section is an informal language assessment tool, the Language Proficiency Rating Instrument. This instrument provides a rating of a student's language proficiency in five areas: accent, grammar, vocabulary, fluency and comprehension and is weighted to put more emphasis on the areas requiring greater skill (i.e., comprehension). The staff person doing the assessment can base the determination on previous experience with the student, on an informal interview or on information from both sources. An informal interview should require no more than fifteen minutes. A rating sheet and a sample completed rating sheet are also included at the back of this section.

3) Determination of student's high school graduation requirements

Courses, credits, and proficiency tests required for graduation are determined by individual states. The key questions when determining a student's needs are: From what school is the youth planning to graduate? What are the current requirements there? If review of a student's records and an interview with the student are insufficient to determine the requirements, a staff member can call the proposed school of graduation for complete information.

The Education Commission of the States (ECS) has prepared a list of minimum high school graduation requirements for each state as of the fall of 1992. For more information, contact: Education Commission of the States at 303-299-3603.

Many states do require students to pass state proficiency tests. Proficiency test requirements for the three large sending states, California, Florida and Texas, are included below.

California proficiency test requirements

California law requires that all students graduating from California high schools pass basic skills tests in reading, writing and math. Students are given opportunities to pass these requirements in the tenth, eleventh and twelfth grades. California high school counselors will be able to answer questions about these tests.

Florida High School Competency Test (H.S.C.T.)

In addition to earning required credits, students must pass both sections of the Florida High School Competency Test (H.S.C.T.) of basic skills in communications and mathematics. Tests are administered in October and March to eleventh and twelfth grade students who have not yet taken or have not passed both sections of the test.

Educators working with Florida-based students entering or enrolled in the eleventh or twelfth grades can call the Florida Migrant Interstate Program (FMIP) office for free review materials.

For more information, contact:

Earl Wiggins
Florida Migrant Interstate Program

Student Profile

Danh Nguyen, 14, attended the 1992 Florida Migrant Summer Institute at Stetson University. He wrote, *"As I woke up on the first day of the Summer Institute, I saw a sunray go into my eyes, and I felt happiness and joy. I looked out the window and saw a beautiful playground outside. The grass was green, the sky was blue, the food was great, and the people were friendly. Every day my education grows to new levels and my brain works harder. Every subject I've studied is my favorite. The harder I work, the better feelings I get. If I don't do anything, I get bored and go to sleep. The steps I take are very unstable. Some are new and easy to go up and some are old, broken, and hard to step on, but I just keep on climbing no matter what the cost."*

A profile on Summer Institutes is included in the Program Strategies section of Options and Resources.

Immokalee High School
701 Immokalee Drive
Immokalee, FL 33934
(813) 657-6866
1-800-949-1916
FAX (813) 657-6354

TIP: Receiving states with significant numbers of Texas students also administer the TAAS during the summer for those students needing another opportunity to pass any section of the exit level test.

Texas Assessment of Academic Skills

For students to graduate from a Texas high school, they must pass the Texas Assessment of Academic Skills (TAAS), in addition to earning the required credits. Exit level tests are administered during the spring semester of the student's sophomore year and may be repeated, if necessary, in the junior or senior years and beyond. Tests are now required in mathematics, reading comprehension and writing. Social studies and science TAAS testing will also be necessary beginning in the fall of 1994.

The staff member conducting a needs assessment for a junior or senior student expecting to graduate from a Texas high school should ask whether the student has passed all exit level TAAS tests. If a student has failed one or more of these tests, this need should be addressed in program planning.

For more information, contact:

Tomás Yañez/Jorge Madrigal
Texas Migrant Interstate Program
PO Drawer "Y"
Pharr, TX 78577
1-800-292-7006
(210) 787-9994
FAX (210) 781-0046

4) Determination of support service needs

TIP: The health portion of the MSRTS record is a very good source of information on a student's medical needs.

Through interview or survey, staff can check for non-academic needs, such as counseling, medical/dental services, social services or employment. Such services may be essential to the student's scholastic success.

Staff can coordinate services for the student by developing linkages with allied agencies. Some ideas on linkages are provided in the Interagency Coordination and Cooperation section of Options and Resources.

Special considerations - out-of-school youth

The out-of-school youth's needs for schooling and supportive services can be assessed by a similar process. The out-of-school youth may have had negative experiences with school and need some time before resuming thoughts of education.

Some out-of-school youth may be ready to resume regular schooling. Sometimes a youth has left school lacking only a few credits for a high school diploma or needing only to pass proficiency tests to complete school. If regular school enrollment is a possibility, staff can review the documents the student provides and, if necessary, call the student's previous school for further information. Again, the questions become: What will be the student's high school of graduation? What are the requirements for graduation from that school?

Other out-of-school youth may be interested in alternative programs, such as GED instruction, English as a second language instruction, adult education classes or vocational training. Both encouragement and supportive services may be necessary for the out-of-school youth to enter and succeed in alternative programs. Further information on alternative programs is included in the Program Strategies section of Options and Resources.

PROGRAM NEEDS ASSESSMENT

Individual needs assessments can be tallied to complete the overall program needs assessment. Data from the "Individual Student Needs Assessment Form" sheets can be aggregated in the "Migrant Student Needs Assessment Program Summary Form" at the end of this section.

TIP: Include parents' information and ideas in the needs assessment process for a more complete assessment.

Additional data for program needs assessment can be gathered from a number of sources:

- Records maintained by the school district or by last year's program will yield information on courses taken, credits achieved, achievement test scores, language levels.

- MSRTS data provides essential information. States can request reports from the MSRTS, but any state system that can download its own data from the MSRTS can also create reports for the state, a region or local area.

- Surveying students, their parents and the program staff can yield valuable information. Students and their parents often know exactly what they need. Staff members working with the youth will also have ideas.

Once the data on individual youth needs are compiled and other sources are surveyed, staff will be able to determine:

1) overall academic/credit/schooling needs,
2) overall language needs,
3) overall proficiency test needs, and
4) overall support service needs.

From the compilation of information staff can plan appropriate services, activities and programming for eligible youth.

Staffing

A needs assessment can be conducted by project staff, including the program director, counselors, and teachers, but it is ultimately the responsibility of the director.

RESOURCES

The following resources may be helpful in planning needs assessment strategies:

Action Ideas: Student and Program Needs Assessment (S.A.P.N.A.). San Diego, CA: Interstate Migrant Secondary Team Project(IMSTP), Fall 1987.

Guide for Student and Program Needs Assessment, California Migrant Education, 1989-90 School Year. Sacramento, CA: Migrant Student Record Transfer System and Migrant Education Office, California Department of Education, September 1989.

HELP! They Don't Speak English Starter Kit for Young Adults. Oneonta, NY: ESCORT, 1993.

Johnson, Frederic C., et al. Migrant Students at the Secondary Level: Issues and Opportunities for Change. Las Cruces, NM: ERIC/CRESS, 1986. ED270242

Morse, Susan. Needs Assessment Summary. San Diego, CA: Interstate Migrant Secondary Team Project (IMSTP), December 1985.

TECHNICAL ASSISTANCE

The following agencies may be able to provide technical assistance on needs assessment. Addresses and telephone numbers are included in Appendix B of Options and Resources.

State and regional education and local operating agencies - services vary according to expertise
Program Coordination Centers (PCCs)
Chapter 1 Technical Assistance Centers
Chapter 1 Rural Technical Assistance Centers
OERI Laboratories

◆◆◆◆◆

Sources

Cummins, Jim. "The Role of Primary Language Development in Promoting Educational Success for Language Minority Students," In Schooling and Language Minority Students: A Theoretical Framework. Sacramento, CA: Office of Bilingual Education, California State Department of Education, 1981.

Cummins, Jim and Merrill Swain. Bilingualism in Education: Aspects of Theory, Research and Practice. New York, NY: Longman, 1986.

Hamayan, Else V. and Judith A. Kwiat and Ron Perlman. The Idenification and Assessment of Language Minority Students: A Handbook for Educators. Arlington Heights, IL: Illinois Resource Center, 1985.

HELP! They Don't Speak English Starter Kit for Young Adults. Oneonta, NY: ESCORT, 1993.

Kernel, Mary and Rafael O. Cerrillo. Washington State Secondary Migrant Night School Program Planner. 1992.

Migrant Education Program Policy Manual. Washington DC: USDE Migrant Education Program, 1991.

Secondary Credit Accrual and Exchange Training Module: District Staff Component Guide. Pharr, TX: Texas Migrant Interstate Program, August 1991.

Individual Student Needs Assessment Form

Name: ____ D.O.B.: ____ Age: ____ MSRTS #: ____
Parent/Guardian Name: ____ Relationship: ____ Phone: ____
Homebase Address: ____ City: ____ State: ____
Current Address: ____ City: ____ State: ____ Phone: ____
Arrival Date: ____ Projected Departure Date: ____ Migrant Status: ____
Months Anticipated in Area (circle all that apply): Jan. Feb. Mar. Apr. May Jun.
Jul. Aug. Sept. Oct. Nov. Dec.
Work Schedule: Morning ☐ Afternoon ☐ Evening ☐

I. SCHOOL INFORMATION

Homebase School Name/District: ____ Current Grade: ____
School Address: ____ City: ____ State: ____
Contact Person: ____ Phone: ____ Fax: ____

II. ACADEMIC/CREDIT NEEDS

JUNIOR HIGH/MIDDLE SCHOOL School Year: 19__ - 19__

Circle appropriate Term	English Language Arts	Mathematics	Social Studies	Science	Physical Education	Computer Literacy	Electives
Fall Spring Summer							

HIGH SCHOOL (Indicate course title in boxes below by subject area and term) School Year: 19__ - 19__

Term	English	Mathematics	Social Studies	Science	Foreign Language
Fall Spring Summer					

Term	Physical Education	Computer Science	Health	Fine Arts	Electives
Fall Spring Summer					

OUT OF SCHOOL Year Last Attended: ____

Semester (If appropriate)	ESL / Literacy	Basic Skills	Pre-GED	GED	Other

Name of Last School Attended: ____
Address: ____ City: ____ State: ____ Zip Code: ____

III. PROFICIENCY TEST NEEDS

Homebase State: ______________________ Test Name: ______________________

Passed all sections required: Yes ☐ No ☐ Social Security #: ____-____-____

Section(s) Needed to Pass: ______________________

IV. LANGUAGE NEEDS

Name of Assessment Instrument: ______________________

Testing Date: ____________ Language: ____________

Oral Language Proficiency Level: Beginner ☐ Intermediate ☐ Advanced ☐

V. SUPPORT SERVICE NEEDS

Service	Referral Date	Comments
Counseling		
Medical/Dental		
Social Services		
Employment		
Child Care		
Transportation		
Other		
Other		

VI. COMMENTS / RESOLUTION

Counselor or other school personnel comments: Date of contact: ____________

Course / Instruction Offered:

______________________ Date Enrolled: ____________ Date Completed: ____________

____
Staff Person Completing Form

____
Date

Migrant Student Needs Assessment
Program Summary Form

Program/District: ______________ State: ____________ Term: ________ Year: ________

I. STUDENT INFORMATION

Grade Level		Migrant Status Totals		Gender Totals	
	Totals	Currents	Formers	Female	Male
7					
8					
9					
10					
11					
12					
Out of School					
Ungraded					
Total					

II. STUDENT MIGRATION TOTALS BY MONTH OF PROJECTED ARRIVAL AND DEPARTURE

Month	Arrival	Departure
Jan.		
Feb.		
Mar.		
Apr.		
May		
Jun.		
Jul.		
Aug.		
Sept.		
Oct.		
Nov.		
Dec.		

Note: Arrival and departure data can be plotted on a graph to display migration patterns.

III. ACADEMIC/CREDIT NEEDS

A. Junior High/Middle School

SUBJECT	7th	8th	Total
English			
Mathematics			
Social Studies/History			
Science			
Physical Education			
Computer Literacy			
ESL			
Electives (specify)			

B. High School - (Courses/Credits Needs by Subject Area)

ENGLISH	Total # Courses
English I	
English II	
English III	
English IV	
ESOL	
Other:	
Total	

SOCIAL STUDIES	Total # Courses
World History	
American History	
World Geography	
Government	
Economics	
Other:	
Total	

MATHEMATICS	Total # Courses
General	
Consumer	
Pre-Algebra	
Algebra I	
Algebra II	
Geometry	
Pre-Calculus	
Calculus	
Other:	
Total	

SCIENCE	Total # Courses
General	
Physical	
Biology	
Chemistry	
Physics	
Other:	
Total	

OTHER REQUIREMENTS	Total # Courses
Health	
Computer Science	
Physical Education	
Fine Arts	
Other:	

ELECTIVES (specify)	Total # Courses

C. Out of School

PROGRAM PLACEMENT	Total Participating
ESL/Literacy	
Basic Skills	
Pre-GED	
GED	
Other	

IV. PROFICIENCY TEST NEEDS

	Sections Needed to Pass		
HOMEBASE STATE			
California			
Florida			
Texas			
Other			

V. LANGUAGE NEEDS

ESL	Totals by Levels
Beginner	
Intermediate	
Advanced	
Other:	
Native Language Literacy (specify)	

VI. SUPPORT SERVICE

TYPE OF SERVICES	# Needing Service
Counseling	
Medical/Dental	
Social Services	
Employment	
Child Care	
Transportation	
Other:	

Language Proficiency Rating Instrument

I. Introduction

There are six possible levels of proficiency in five areas (accent, grammar, vocabulary, fluency, and comprehension) in which the student is rated. The rater may choose to base the determination on experience with the student, on an informal interview with the student, or on a combination of these factors. If the student is to be interviewed, follow the procedures that are described in Section II, *The Interview*. If the interviewer is familiar with the student, skip to the third section on *Scoring the Interview.*

II. The Interview

The interview should be structured in a way to provide the student with an opportunity to demonstrate his or her complete ability in English or in the target language. The interview should begin with easy general types of questions, such as:

- How are you today?
- What did you have for breakfast?
- Have you been to this school before?

Next, the interviewer should probe to determine possible directions that the interview can follow. Questions at this level should dwell on the background and interests of the student. For example:

- How did you learn English? (or the other language)
- What hobbies (or sports) do you enjoy?
- Where have you traveled?

From this point the interviewer should get the student to talk about his/her experiences as identified above. Questions should be worded in the present, past, future and conditional tenses. Students are expected to answer accordingly. Examples include:

- What are you planning to do after you finish school?
- What would you change about your education if you could?
- Will you be staying long in this state?

The interview should continue until the interviewer is satisfied that a valid sample of the student's oral language ability has been obtained. No more than 15 minutes should be needed if the interview is conducted properly.

III. Scoring the Interview

In each of the areas on the attached Language Proficiency Description sheet, determine the highest level that best describes the student's language proficiency. Circle the number on the Oral Language Proficiency Rating Sheet. Total the numbers, weight each category as instructed, and arrive at a language proficiency rating of 1-5.

Language Proficiency Descriptions*

Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent making understanding difficult, requiring frequent repetition.
3. "Foreign" accent that requires concentrated listening: mispronunciation leading to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign" accent and occasional mispronunciations which do not interfere with understanding.
5. Native pronunciation, with no trace of "foreign" accent.

Grammar

1. Grammar almost entirely inaccurate except in common phrases.
2. Constant errors showing control of very few major patterns, relative to a native speaker of that age level, and frequently preventing communication.
3. Frequent errors showing lack of control of some major patterns and causing more misunderstanding than would be expected for a native speaker of that age level.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure, but still lacking full control over grammar that is expected of that age.
6. No more than two errors during the interview, other than those typical of a child of the same age who is a native speaker of that language.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, family, etc.)
3. Choice of words sometimes more inaccurate than would be expected of a native speaker of the same age, and limitations of vocabulary that prevent continuous conversation.
4. Vocabulary adequate to carry on basic conversation but some circumlocutions are present.
5. Vocabulary almost as broad and precise as would be expected of a native speaker of the same age.
6. Vocabulary apparently as accurate and extensive as that of a native speaker of the same age.

Fluency

1. Speech so halting and fragmentary that conversation is virtually impossible.
2. Speech very slow and uneven except for short or routine sentences.
3. Speech more hestitant and jerky than a native speaker of the same age; sentences left uncompleted.
4. Speech occasionally hesitant, with some unevenness caused by rephrasing and groping for words, more so than would be typical for that age level.
5. Speech effortless and smooth, but perceptibly non-native in speed and evenness.
6. Speech on all topics that are of interest to that age level as effortless and smooth as a native speaker's.

Comprehension

1. Understands too little for the simplest type of conversations.
2. Understands only slow, very simple speech on concrete topics; requires more repetition and rephrasing than would be expected of a native speaker of the same age.
3. Understands careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.
4. Understands adult speech quite well directed to him, but still requires more repetition or rephrasing than a native speaker of the same age.
5. Understands everything in conversation except for colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech expected of a native speaker of the same age.

---

* The descriptions of proficiency are adapted from the Foreign Service Institute Oral Interview Technique developed by the Educational Testing Service (1970).

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ENGLISH ORAL LANGUAGE PROFICIENCY RATING SHEET

STUDENT ______________________________

SCHOOL ______________________________

INTERVIEWER ______________________________

DATE ______________________________

AREA DESCRIPTIONS	WEIGHTED MULTIPLIERS	SCORES	WEIGHTED SCORES
Accent	1x	____	____
Grammar	6x	____	____
Vocabulary	4x	____	____
Fluency	2x	____	____
Comprehension	4x	____	____
	TOTAL WEIGHTED SCORES		____
	ORAL LANGUAGE PROFICENCY LEVEL		____

CONVERSION TABLE TO DETERMINE ORAL LANGUAGE PROFICIENCY LEVEL

TOTAL WEIGHTED SCORE	LEVEL
16-32	1
33-50	2
51-70	3
71-92	4
93-99	5

Descriptors of Language Categories

1. Cannot participate in even simple conversation
2. Can participate in only simple social conversation with restricted vocabulary, simple grammar and frequent repetition
3. Can communicate in most contexts; requires somewhat slower speech and some repetitions; grammatical and vocabulary limitations occasionally interfere
4. Can participate effectively in most situations, requiring only occasional clarification, repetition or assistance with expression
5. Participates without difficulty in everyday conversation and normal classroom discussion

ENGLISH ORAL LANGUAGE PROFICIENCY RATING SHEET

STUDENT John Sanchez

SCHOOL Belsony High School

INTERVIEWER Mary Taylor

DATE 11/1/93

AREA DESCRIPTIONS	WEIGHTED MULTIPLIERS	SCORES	WEIGHTED SCORES
Accent	1x	2	2
Grammar	6x	3	18
Vocabulary	4x	3	12
Fluency	2x	2	4
Comprehension	4x	4	16
		TOTAL WEIGHTED SCORES	52
		ORAL LANGUAGE PROFICENCY LEVEL	3

CONVERSION TABLE TO DETERMINE ORAL LANGUAGE PROFICIENCY LEVEL

TOTAL WEIGHTED SCORE	LEVEL
16-32	1
33-50	2
51-70	3
71-92	4
93-99	5

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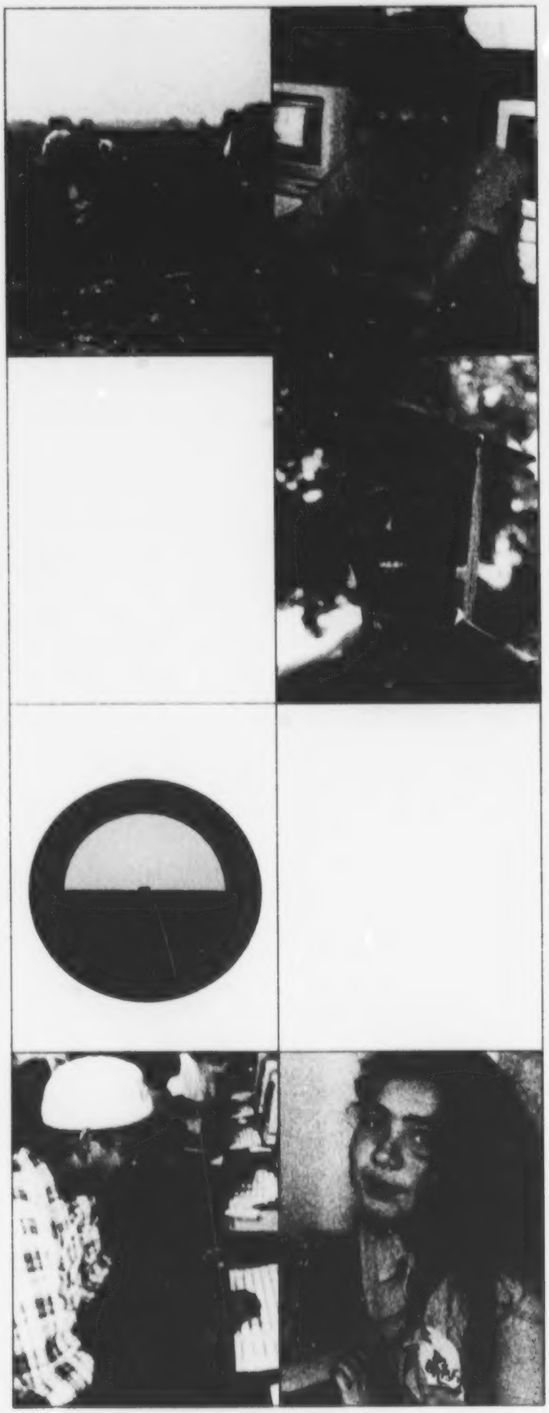

Options and Resources

for Achieving Credit Accrual for Secondary-aged Migrant Youth

PROGRAM STRATEGIES

National Program
for Secondary Credit Exchange
and Accrual (NPSCEA)

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Options
and
Resources
for Achieving Credit Accrual
for Secondary-aged
Migrant Youth

Cover photos by:
Pat Meyertholen (top row)
Houston HEP (second row)
Pat Meyertholen (left) & Pat Edwards
(right - bottom row)

Options and Resources

for Achieving Credit Accrual for Secondary-aged Migrant Youth

PROGRAM STRATEGIES

developed by

National Program for Secondary
Credit Exchange and Accrual

authorized by

U.S. Department of Education
Office of Migrant Education

through
Texas Education Agency

and
Region One Education Service Center

1994

National Program for Secondary Credit Exchange and Accrual

Staff Offices

National Office
Region One ESC
1900 West Schunior
Edinburg, TX 78539
1-800-456-7232

Eastern Satellite
BOCES Geneseo Migrant Center
Holcomb Building, 210-211
Geneseo, NY 14454
(716) 245-5681

Central Satellite
Illinois Migrant Council
28 East Jackson Blvd. #1600
Chicago, IL 60604
(312) 663-1522

Western Satellite
Migrant Child Institute
312 Division
Grandview, WA 98930
1-800-234-4615

For further information, call toll-free
1-800-456-7232

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PROGRAM STRATEGIES

RATIONALE

Throughout the history of Migrant Education secondary programs and options for credit accrual have varied greatly, from state to state and district to district. Yet the graduation rate of migrant students has increased from an abysmal 10% in 1974 to 50.7% in 1992. An incredible increase, but why has it not been more? And why, in the years since 1987, has the rate stagnated, hovering around the 50% mark? *What practices are effective and what initiatives are still needed?*

Two projects, the Migrant Education Secondary Assistance (MESA) (1989-90) and NPSCEA (1990-93) have examined various aspects of migrant secondary programs. As a result of these endeavors, it has become clear that a number of states have conducted unique and manageable secondary programs which make credit accrual and ultimately graduation a reality for migrant secondary students. *The purpose of this section is to: 1) explore unique and successful secondary programs which are models for program development and/or enhancement of existing programs, and 2) provide guidance for design and implementation of programs locally.* Ultimately, through the dissemination and sharing of information and the provision of technical assistance, migrant secondary youth will be afforded increased opportunities for participation in a variety of educational services.

Before reviewing model programs it is essential to understand and accept the underlying concept of basic education and supplemental funding for all migrant children. Not only is it expected, it is required. Although migrant children travel between school districts and frequently have a school that is identified as a home-base district, each school district in which migrant children reside has the same responsibility to provide them with a complete and equitable education. Federal and state categorical funds provide supplemental assistance to support the costs of educating migrant children, but each district's basic education funding is responsible for providing basic educational services to all children residing in the district.

It is also expected that migrant children have access to other supplemental programs. Chapter 1 resources, Title VII (federal) and state bilingual funding, state and local at-risk programs, as well as special education and gifted and talented education services must all be fully available to these students.

IMPLEMENTATION

Planning

Program design is directly related to the comprehensive student information acquired from the processes of identification and recruitment and needs assessment. It is the basis for the selection of programs, curricula and instructional format that create the overall program design. In other words, the profile of the projected student population dictates the program.

Certain information gleaned from the identification and recruitment (ID & R) campaign can be analyzed to begin to shape program design. ID & R data will provide a picture of the projected student pool to be served. It is essential to isolate the following information to estimate the *size and scope of program needs.*

ID & R Data	➡	Program Considerations
• total number to be served	➡	more or less than last year?
• grade level of youth	➡	multiple levels required?
• number of out-of-school youth	➡	dropout reconnection services?
• location of youth	➡	single, multiple sites?
• migrant status	➡	long, short-term goals?
• approximate length of stay	➡	length of program?

Analysis of student needs assessment data, both individual and collective, completes the information required to develop a program design. It identifies majority as well as individual needs, thus providing the capability to plan for group and individual services. The isolation of the following information is essential to match program services to student needs.

Data	➡	Program Considerations
• academic credit needs	➡	core or elective?... partial or full credit offerings?
• exit or proficiency test needs	➡	tutoring or testing services required?
• graduation requirements	➡	courses acceptable to homebase state?
• language needs	➡	levels?... 2nd language or bilingual approach?
• out-of-school needs	➡	alternative options...GED instruction?
• employment schedule needs	➡	evening, weekend classes?
• support service needs	➡	provide or refer?

The success of programs rests entirely on meeting the personal and academic needs of the students. Key questions to keep in mind are, ***What will it take to keep this youth connected to education? What is needed to keep the student on track for accrual of credits for graduation? What does the secondary program need to provide?***

Successful Program Components

When a broad range of successful secondary services was investigated it became clear that particular educational strategies were not offered in isolation, but that a combination of multifaceted instructional and support services were provided to achieve academic success. Multiple program options increase the likelihood of success and offer the secondary youth decision making capabilities. It should be noted that four elements:

4
Elements
of ⇨
Successful
Programs

1) **Multiple programs including credit accrual/alternative options**
2) **Flexible scheduling**
3) **School enhancement activities**
4) **Support services**

were noted again and again as underlying successful programs. The repeated elements also take into consideration the profile of the secondary student, a profile requiring, in many cases, more than a single academic program or service to keep the student connected to education.

The following section will discuss the various aspects of the repeated elements and describe specific program models through which they may be achieved. Note that several of the elements may be offered to the secondary student through a variety of programs depending upon the level and needs of the student. Throughout the next section look for small boxes containing names of specific programs that relate to the program option being discussed on the page. Specific programs serving migrant secondary youth are located in alphabetical order at the end of this section. Please note that in many cases a specific program may illustrate more than one element but it is only listed once. The program examples chosen represent a broad range of services available nationally to migrant secondary youth.

Sample:

- Summer Migrant Program
- Summer Institutes

Throughout this section, keep in mind ID & R and needs assessments data. Since no one program meets the needs of an entire student population, it is useful to consider additional programs which may be implemented on a limited or pilot basis to serve isolated student needs. All secondary programs, regardless of size and length, will find the inclusion of opportunities for credit accrual most beneficial. Note that the Secondary Credit Exchange and Accrual section of Options and Resources describes several models of programs that might be implemented to ensure that no secondary student is deprived of an opportunity to receive credit.

1) Multiple Programs

• *Credit accrual*

- Adolescent Outreach Program (AOP)
- Summer Migrant Program
- Summer Institutes

Migrant students often lack sufficient credit to graduate due to late entry/early withdrawal, a shortage of courses required at their designated school of graduation, and other factors. Cooperation between states in granting credit is a necessary step for assisting interstate migrant youth. Texas and Washington have a secondary credit accrual process involving the use of Texas curricula and textbooks in Washington migrant programs to ensure continuity. Texas, through the Texas Migrant Interstate Program (TMIP), has developed a number of manuals on such topics as late entry/early withdrawal, secondary credit accrual, staff development training, and migrant model tutorial programs. Eastern Stream states meet annually to discuss and ensure secondary students' educational continuity.

The Migrant Student Record Transfer System (MSRTS) data base is a keystone in the secondary credit accrual process. The secondary portion of the record documents coursework completed and clock hours taken in unfinished courses, and courses required for graduation. When updated and submitted to a receiving state on a timely basis, MSRTS records assist with the proper grade and course placement. Many states work cooperatively to keep the process running smoothly for the students' benefit. The annual Texas counselors' conference is an example of interstate efforts to coordinate credit accrual activities between sending and receiving states. Participants have the opportunity to meet with Texas counselors to discuss specific students' records and also to make a direct on-line check with the MSRTS data base.

In Donna, Texas, the Credit Retrieval Program is available on Saturdays for migrant students who have scored 60-69% in a course and need to make up work. Classroom teachers are required by the principal to prepare a prescription packet for those students wishing to attend the program. There is also an in-school tutorial staffed by Migrant Education teachers for students who have received incompletes, but not failing grades, in a course. Classroom teachers must give the tutorial teachers packets of make-up work for students. Another credit accrual option in this Texas program is through Continuing Education/Extension coursework from a university. Migrant students enroll in the university, receive materials in the needed course, attend the tutorial during their independent study period to work on the materials, and mail them back to the university for review. The Migrant Education Coordinator administers the final exam; the university grades it and grants high school credit.

The Princeville (Illinois) program works closely with migrant programs from sending schools in Texas to ensure appropriate student placement. Teacher exchange between sites ensures continuity for migrant youth. New York and Texas Migrant Education Programs routinely exchange secondary counselors and teachers in efforts to assist youth.

Credit Accrual by Assisted Studies

- Migrant Student Program - U. of Texas at Austin
- Portable Assisted Study Sequence (PASS)

Assisted studies courses for credit accrual, such as the PASS (Portable Assisted Study Sequence) program, the Migrant Student Program developed by the University of Texas at Austin (UT) and the Florida Semi-Independent Study Program, offer students the opportunity to study on their own or with tutorial assistance. PASS courses are offered in a number of states to migrant students through portable learning packets in which full or partial credit may be earned. The assisted studies courses available through the University of Texas provide access to required courses for migrant students who expect to graduate from schools in Texas. Students can also earn partial credit and full credit by examination through the UT Program. Florida students can take courses through the PASS program or through the Florida Semi-Independent Study Program. The Florida Semi-Independent Study Program courses, developed by the University of Florida at Gainesville, are designed to meet the requirements specified in the Curriculum Frameworks, the legal standard for Florida Public Education.

Several Arizona migrant programs offer assistance in homework and PASS courses through after school tutoring. Extended day classes during the regular school year operate in several high schools either in a specific course or in an area where PASS materials form the actual coursework. Flexibility is seen in one school district's provision of summer tutoring and teacher assistance with PASS or other course work from 7:00 AM to 7:00 PM.

In East Bloomfield, New York, tutors using PASS materials, work in area migrant camps to assist youth to complete homebase course requirements. Arkansas' Independent Study and Credit Exchange (ISCE) program, based on the PASS concept, offers migrant students the opportunity to take tutor assisted study courses for high school credit at no cost to student or school. A contact person in the student's home school gives encouragement, tutors as needed, supervises tests and supervises mailing of completed work to the state ISCE coordinator for grading.

Credit Accrual by Distance Learning

- Project SMART

The applicability of distance learning for meeting the instructional needs of migrant students has been demonstrated by several projects. Beginning in the summer of 1992 with three distinct pilot projects and progressing in 1993 with the first nationwide distance learning effort specifically designed for migrant students, these innovative projects have offered high quality instruction and continuous programming for migrant secondary students.

Socorro (Texas) High School utilized computer technology to provide coursework for five students while they were traveling. The students worked on laptop computers that were equipped with printers and modems so that students could transfer files through phone connections to project teachers for instruction and feedback in health, English and microcomputer courses.

The University of Texas (UT) at Austin's TeleLearning Center offered "Algebra Across the Wire," a distance learning Algebra I course. This program featured live interactive communication among students and teacher using telephone equipment that connects all participants in a manner similar to a typical conference call. The UT TeleLearning Center provided students with Texas Education Agency (TEA)- approved lesson plans, worksheets, and handouts as well as a certified math teacher. The local site (Texas A&I University in Kingsville in 1992) provided the local facilitator.

The Texas/Montana Distance Learning Project of 1992 provided live interactive television classes to Texas-based migrant students who traveled to Montana with their families. Students at six Montana sites were able simultaneously to view their teacher who was broadcasting from San Antonio, Texas, and to interact with her via telephone. Instruction focused on skills necessary to master the exit level TAAS (Texas Assessment of Academic Skills).

Project SMART, the national distance learning project implemented in the summer of 1993, involved a ten-state effort to provide televised instruction delivered via live, interactive satellite technology. Thirty-two hundred secondary students were among the more than 18,000 migrant students, preschool - high school, who participated. Secondary students enrolled in Mathematics of Money: Personal Finance (MOM), which was designed to improve their performance on the math problem-solving section of TAAS and to provide an opportunity to earn 1/2 credit in math.

• *Additional Studies*

English as a Second Language (ESL)

Many migrant youth are in need of English language instruction to master the American educational system and to compete successfully in the job market. Washington State's Migrant Alternative School (MAS) provides ESL instruction and Spanish GED preparation in a program in which the majority of the students have never been enrolled in a United States high school. Spanish GED is essential for those students who have been educated in Mexico but need to hold a GED diploma for employment or post-secondary education while concentrating on the English language. MAS offers GED preparation in both English and Spanish, basic skills, credit-bearing courses for those planning to return to high school, vocational training, and employment/college counseling. During the regular term MAS has morning, afternoon, and evening sessions; during a six-week summer session MAS operates three evenings per week.

General Educational Development (GED)

- High School Equivalency Program (HEP)

With migrant youth dropping out at the rate of approximately 50%, alternative educational programs must be offered if the graduation rate is to increase to the 90% targeted by the National Goals for Education. Secondary youth who are unable to function within the traditional secondary school setting and/or who have left schools, may benefit from studying for the Test of General Educational Development (GED).

The GED, an alternative educational option developed by the American Council on Education, offers the

Student Profile

Raquel Martinez, 16, lives in Olmito, Texas, with her parents, three brothers and sister. She has been traveling to Montana each summer since she was thirteen to harvest sugar beets. During the summer of 1992, Raquel participated in the Texas/Montana Distance Learning Project at Hysham, Montana.

She found the program very useful in helping her prepare for the TAAS and still "had a lot in her head" when she returned to her school in Texas. Evening hours were convenient; Raquel never missed a class. Being able to talk directly to the teacher during the telecast was beneficial, she felt. Raquel mentioned some of the course content: how to do the writing process in order to get a higher grade on the TAAS essay; reading for context clues, main ideas, increased vocabulary. One of the television instructors made math fun with a humorous approach, wearing costumes. Right answers resulted in fireworks on the screen.

Raquel recommends the distance learning program to other migrant students. She viewed it as a helpful and enjoyable way to prepare for the TAAS exam she will take during her junior year of study at Los Fresnos High School in Texas. "It's hard to travel a lot, but if you try really hard to stay in school, you'll graduate," Raquel reminds other migrant youth. She plans to become a nurse after graduation.

The distance learning project Project SMART is featured at the end of this section of Options and Resources.

opportunity to earn a GED Equivalency Diploma. The diploma is of significant value to those attempting to qualify for certain types of employment. Furthermore, most post-secondary institutions recognize and admit adults with the GED Equivalency Diploma.

GED tests measure important knowledge and skills expected of high school graduates. Five areas, including writing, social studies, science, interpreting arts and literature, and mathematics, are tested. Most youth need instructional materials to prepare for the GED test. Preparation can be offered in a variety of ways depending upon the needs of the youth. A secondary program may provide individual or group study, or it may connect youth with community preparation classes which are frequently offered at adult education programs and community colleges/agencies. For youth unable to attend a class, "Official GED Practice Tests" are available for independent study and assessing test readiness. At least a 9th to 11th grade reading equivalent score is needed to successfully take and pass the GED exam.

TIP: The "Official GED Practice Tests" including self-scoring answer sheets are available in English, Spanish and French from the Learning Line, P.O. Box 81826, Lincoln, NE 68501; 1-800-232-2775.

The GED test is given in all 50 states. There are 3,000 official testing centers and the exam is available in English, Spanish and French versions. Most youth who left school before graduating, and whose class has graduated, are probably eligible to take the GED test. However, many states have age eligibility requirements. Age requirements and locations of test centers may be identified by calling a nearby adult education program or a State Education Department.

Non-attending youth need access to this alternative educational option. Although the traditional high school diploma is the preferred goal, it is important for migrant secondary staff to accept and encourage the GED as a viable program option, which for some youth, may be the answer to their educational connection and personal needs.

- Reading in a Kit (RIK)

Pre-GED Readiness

GED preparation is most successful when students have at least a 7th grade reading equivalent level. Yet, many youth attempting to study for the GED have read-

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ing levels far below the prescribed one. Youth with very low reading levels who attempt GED preparation will likely feel frustration and risk yet another failure in their educational experience. The situation is compounded by a lack of instructional materials and programs that address the needs of youth with low level reading skills. Migrant educators serving these youth may increase the likelihood of a successful educational experience by investigating GED program requirements and referring appropriately. Most beneficial will be the identification of available programs such as adult education, community colleges and Literacy Volunteers of America that can provide pre-GED readiness skills.

2) Flexible scheduling

Due to a migrant youth's need to work to assist his/her family economically, many lag behind non-migrant classmates or are forced to leave school prior to graduation. Programs that take into account migrants' need for flexible scheduling are making strides toward boosting the high school graduation rate. Extended day, summer, and evening programs are some of the options provided through various migrant education programs.

Washington State has operated secondary night schools for a number of years. The state has recently developed a planning guide to help migrant programs set up effective secondary night schools. The guide lists components necessary for a program including:

1. effective identification and recruitment
2. needs assessment based on holistic view
3. appropriate curriculum
4. appropriate staff
5. effective program operation/delivery
6. parental involvement
7. timeliness in student grade reporting and close down of program
8. evaluation of student outcomes and program operation

3) School Enhancers

• *Career development*

- Career Development Program
- Career Fairs
- MENTE (Migrants Engaged in New Things in Education)

Migrant youth often have had limited exposure to spheres of work beyond agriculture. Their families' isolation from people in other career areas often leaves the children with a limited notion of options. Farmworkers do not need to go through an application/interview process typical in most employment situations and their children thus do not learn of the necessary pre-employment skills through their families. Many migrant education programs noting this lack have included a career component in their programs. Georgia's Adolescent Outreach Services provides career development training. The Career Fairs in Oregon involve cooperation between migrant education and the private sector in offering youth a panoramic view of career options and educational programs.

The Migrant Dropout Reconnection Program (MDRP), a national program, has developed a series of bilingual clip sheets on various career options and a job brochure to assist youth with the job search process.

• *Extracurricular activities*

- Close Up Program for New Americans

Extracurricular activities can provide the incentive for migrant secondary students to stay in school. After-school clubs, athletic events, and special academic and cultural programs can give a student a sense of belonging and higher self-esteem. Girl Scouts and 4-H Clubs are often available in the rural areas where migrants live. Leadership skills, community service projects, learning about one's rights and responsibilities as a citizen, and developing respect for the environment are some of the components of those two organizations' programs which would develop a youth's awareness of the world around him/her.

School policy is sometimes an obstacle in that students with low grades may be excluded from participating in extracurricular events. Lack of transportation, late arrival during the school year, work schedules and extra costs incurred for uniforms, special materials or equipment may also be prohibitive for migrant youth participation. Programs need to take such points into account in their planning so that these obstacles can be overcome.

- Student Leadership Conference

• *Leadership*

An important program area noted by many state and local secondary programs is leadership development. The concept is often combined with ideas of pro-

Student Profile

Nancy Treviño, 18, lives in Dade City, Florida with her parents. When Nancy's father became sick when she was 14, Nancy dropped out of school to help the family. She worked in the fields for two years, always planning to go back to school. She did go back, for one week, before she considered herself too far behind and dropped out again. In November 1990, Nancy decided to go to the HEP program at the University of South Florida in Tampa. She found the teachers to be very helpful in their explanations of what she did not understand. Nancy's hard work in her studies resulted in her obtaining a GED in a remarkable four weeks' time. She has plans to study at Job Corps in San Antonio, Texas, to become a word processing specialist or a secretary.

A profile on HEP is included at the end of this section.

moting migrant students' self-esteem and self-advocacy skills. A number of states including Arizona, California, New York, Pennsylvania, Oregon and Washington provide leadership training through conferences of varying length for migrant secondary students. Conferences are generally held on a college campus. Topics focus on a variety of areas including self-esteem development, goal setting, improvement of study skills, and motivation to complete school and pursue post-secondary education. Problem-solving activities are presented in which students must make collective decisions and depend on each other through teamwork. The Life Management Skills Retreat, developed by Texas migrant counselors, focuses on intensive counseling, small group activities, and leadership training to help students develop a higher self-concept which enables them to take the first step toward making positive decisions for their life choices. The retreat concept has been replicated in other migrant programs as an effective counseling/leadership strategy.

• *Mentoring*

An educator, employer or community member may serve as a mentor to migrant youth in various capacities. In the employment arena, a student may gain practical work experience and career exposure in work settings with the guidance of a mentor. A Summer Mentor/Volunteer Program in Visalia, California, matches migrant students with a volunteer community leader who serves as mentor. Students benefit from career exploration through completion of a workbook, sampling various jobs, and identifying career goals with the mentor's aid and encouragement to stay in school. The Women, Options and Work (WOW) program in Geneseo, New York, is available to provide mentoring opportunities for migrant girls and young women to explore non-traditional career options for women. The migrant participants meet with their female mentor at least six hours during the program at a job site to discuss potential career opportunities and plans, the educational steps needed in reaching them and overcoming the barriers that may impede women's success.

On another level, a mentor may be someone who serves as a valuable role model based on his/her personal achievements. A mentor can give encouragement and the extra incentive for youth to overcome obstacles and complete their education. Washington State's Mentorship Program focuses on strengthening and supporting migrant students' leadership skills as well as providing them an adult role model outside of their family. Mentors meet with students at least three times per school year to help motivate them in achieving their individual goals.

• *Work-study*

Work-study options help ease the economic pressure that has forced many migrant youth out of school and at times have lured dropouts back to school. New York's Adolescent Outreach Program (AOP) gives students paid work experience at jobs of interest to students. STAY-Sr., the Sr. component of the Florida dropout prevention program, also offers work-study opportunities. STAY-Sr. offers targeted 9th-12th grade migrant students part-time employment in non-profit community agencies. There are also home-school interactions, counseling, tutoring, and dropout tracking.

4) Support Services

• *Advocacy*

Migrant students are often not aware of school regulations, policies, graduation requirements, or the workings of the school system due to their mobility, cultural and language barriers.

Several states are redirecting migrant resources from tutorial and/or academic instruction to advocacy. Florida, for example, has designated Secondary Advocates who act as liaisons between migrant families and schools. These staff duties and responsibilities may include:

- identification of students
- career planning

- secondary credit exchange
- informal counseling
- tutoring
- referrals
- monitoring student progress
- parental involvement
- dropout retrieval

Former dropouts serve as youth advocates for migrant high risk students through Yuma Education Support Services in Arizona. The advocates are trained to provide tutoring and support service assistance and act as mentors.

The Adolescent Outreach Services (AOS) Program in Georgia provides advocacy within secondary schools and other community instructional agencies for migrant youth ages 13-21. Career development, life skills counseling, work experience and shadowing comprise services. Summer and after school programs are other options to assist with credit make-up and remediation. The Adolescent Outreach Specialists identify at-risk youth and contact school personnel in order to locate existing programs that fit students' needs. Specialists assist out-of-school migrant youth by identifying community resources, i.e., GED, Adult Basic Education programs, Literacy Volunteers of America, etc., to provide needed services. Specialists also give information to parents and youth to support informed decision-making.

Self-advocacy has also been deemed an important asset in order for students to be able to speak up for their rights and negotiate difficult situations impeding success. California's Yo Puedo program develops secondary students' self-advocacy skills and leadership abilities in its training.

- Life Management Skills Retreat
- Yo Puedo

• *Counseling*

Low self-esteem is often at the foundation of migrant youth's decision to leave school. Since migrants experience many factors in their daily lives placing them at risk of dropping out of school, intensive counseling efforts must be made to encourage them to think of their futures with optimism. A group of Texas migrant counselors recognized the need to address their students' poor self-image through the establishment of an intensive counseling retreat. As a result, the Life Management Skills Retreat concept has helped many migrant youth nationwide to make informed decisions about their futures, often including post-secondary education. In the Payson (Utah) Jr. High, a counselor meets twice a week with migrant students having behavior problems to work on coping skills, self-esteem development, and goal setting activities as part of a "student at risk" grant. Migrant educators in Arkansas consider counseling to be of such importance that a counseling element was built into the Migrant Education Plan. All 9th - 12th grade migrant students are to be directly contacted by local education agency personnel or designees to identify deficiencies that might prevent the student from graduating in a timely manner. Activities are then planned to address deficiencies.

- Migrant Club

• *Post-Secondary Guidance*

More migrant students than ever before are graduating and going on to post-secondary education. Unfortunately though, many migrant students and their parents believe that post-secondary education is unattainable for them. Secondary staff have a compelling responsibility to guide migrant students and their parents in the direction which makes post-secondary education a reality. Secondary programs are most likely the primary, and sometimes, the only source of post-secondary guidance for migrant secondary students and their families.

Several areas of post-secondary guidance must be addressed by secondary staff.

- *Academic requirements* - Students will need direction regarding college-preparatory course requirements and competency exams. Students do not always understand that the courses taken in high school are often pre-requisites for post-secondary enrollment.

- *Admissions procedures* - Typically students will need assistance and encouragement when they investigate and begin the process of admission. Knowledgeable secondary staff can guide them through the maze of paper work required to complete a variety of applications and meet deadlines for SAT and ACT exams as well as other entrance requirements.

- *Financial aid* - The process of applying for financial aid is threatening and complicated to say the least. Staff with a basic knowledge of financial aid procedures can demystify the process and reduce the likelihood that the student will give up when faced with a myriad of official and frightening forms. Secondary programs also need to make resources describing potential funding such as grants, loans, and scholarships available to students considering post-secondary education.

- *Post-secondary program exposure* - The possibility of migrant students attending college is increased by exposure to campus settings. It is most beneficial to do this as soon as possible in the child's education. Actually visiting a post-secondary setting can increase interest in the possibility while reducing fear of the unknown. Staff can open the doors to post-secondary education for migrant students through activities such as campus/worksite visits, college recruiters visits, college fairs and, most importantly, visits from migrant students currently enrolled in college. Vocational and technical programs should not be overlooked as options, particularly for those students who need to work while enrolled or are unsure of making a commitment to a four-year program.

TIP: Students need to investigate the employment outlook of the career they are considering. Some institutions are promoting careers that have saturated job markets or require relocation.

- *Parental awareness* - Migrant parents, as a result of lack of awareness regarding the relationship of education to lifestyle and financial aid opportunities combined with fear of losing their child to an unfamiliar world, often do not envision post-secondary education in their children's future. Secondary programs/staff can play a key role in informing parents of the opportunities that can make post-secondary education a reality for their children regardless of financial resources. Gaining the confidence and support of parents is crucial to fulfilling post-secondary aspirations.

TIP: Arrange campus visits to include parents. Exposing parents as well as students to post-secondary educational settings will help everyone feel more comfortable and enhance secondary program efforts.

Post-secondary guidance offered by secondary programs can make the difference between the student who considers post-secondary education and the student who enrolls.

• *Dropout Reconnection*

If Migrant Education is to reach the goals of increasing the graduation rate to 90% and ensuring that students are prepared for productive employment and life-long learning, the retrieval of dropout youth must be of paramount concern. Migrant Education needs to provide or facilitate educational connections that meet the needs of migrant dropout youth.

The reasons that migrant youth leave school are varied and valid but, typically, most dropouts are alienated from school and believe that they are failures in the educational system. Dropouts are most likely overage for their grade, may have had poor academic achievement, often lack credits, may be a teen parent, limited English proficient (LEP) and/or may be working.

In addition, the dropout youth, due to feelings associated with alienation and inadequacy, often needs a "cooling off period" before returning to an educational program. The length of the period varies, but it usually manifests for a month to a year or two. During this "cooling off" period it is critical that regular communication through telephone/home visits and/or informational newsletters/correspondence be maintained to keep the youth informed of available options and connected in some way to the educational system.

For reconnection to become a reality, educators must realize that a traditional educational setting probably will not be the answer for a migrant dropout youth. Youth who find themselves in the situation of being less successful and older than students of their own grade level will have to be shown compelling reasons for reconnecting. Furthermore, they will need the appeal of a program that meets their current needs and adult lifestyle.

Migrant dropout reconnection will be most successful if the following options are provided:

• *Flexible scheduling* - dropouts are often working during traditional school hours. Scheduling which meets the demands of their employment commitments will encourage reconnection. After-school, evening, summer and weekend programming must be used as well as policies that negate the punitive effects of cutoff dates due to mobility. The burdens of child care make attendance at on-site programs difficult, if not impossible, for some female dropouts. Home-study or mentor assisted courses have been found to be very successful for the retrieval of the dropout with this obstacle.

• *Alternative programs* - due to their alienation and perception of themselves as adults, dropouts will be very reluctant to return to the school from which they dropped out or a similar traditional program. Programs offered in adult settings such as community colleges/ centers or alternative high schools will encourage reconnection. For many dropouts, high school graduation may not be an educational goal. GED, Pre-GED, ESL, and vocational programs need to be encouraged for those students in an effort to keep them involved in the educational process.

TIP: "In devising programs to address the needs of Hispanic dropouts and their families and communities, it is necessary to keep one fact firmly in mind: virtually all of them require income. Programs that offer stipends, or earn-while-you-learn programs, are more successful than those that encompass only training and education components." (S.M. Miller, et al, Too Late To Patch, p. 18)

• *Work/study* - Migrant youth are proud of their contributions to the family income and know that their families depend upon their income for survival. Those that are married or have children are also dependent upon working. The provision of a stipend or work-study program will ease the economic pressure on dropouts and significantly increase the likehood of reconnection.

• *Support services referral* - Dropouts often bring a host of needs such as child care, transportation, survival/health concerns and family problems that must be addressed if reconnection is to be accomplished and sustained. A network of community agencies willing to provide services to migrant dropout youth will be necessary to complete reconnections.

• *Counseling* - Dropout youth are plagued by low self esteem, lack of goals and career planning. In addition, many female dropouts are victims of the "good daughter" syndrome, the conflict which arises when a girl is caught between the aspirations of education or a career and following the traditional expectations of becoming a wife and mother. Ultimately, she drops out. Counseling focused on self-worth, goal-setting, the relationship of education to future lifestyle, and conflict resolution will provide the reconnected youth much needed support and coping mechanisms.

TIP: "Dropouts are an enigma; they are difficult to find: they are often embittered and disenchanted with education and educators. Serving out-of-school youth will require some new approaches. However, they are also among the most needy. Remember one of the "laws" of Migrant Education is that those in the greatest need are generally the hardest to serve. That's why schools have difficulty meeting the needs of migrant youth, and that's why Migrant Education is funded." (Susan Morse, MESA Bulletin, March 1989, p. 2)

With a dropout rate of nearly 50%, the retrieval of dropout youth must be a priority for all secondary programs. Without it, migrant dropout youth face a bleak future in the technological and economic pace of the year 2000 and beyond.

• *Tutoring*

A number of states provide tutorial services to secondary-aged youth. Vermont schools provide direct instructional support both during and after school. To complement the tutorial program, staff make home visits to encourage home/school partnerships. Also, interagency coordination and free book distribution are components of Vermont's secondary program.

College students from the College of Idaho in Caldwell and Ricks College in Rexburg, Idaho act as tutors and mentors for migrant secondary students in area schools. College students are paid a work-study type salary. Idaho has tutorial programs at most high school sites. A resource center at Blackfoot is open during the day.

Tutorial programs are not confined to a school setting. A home-based tutoring program operates in the North Central Region of Massachusetts Migrant Education program to provide forty-five minutes per day of individualized instruction for at-risk secondary youth. Eligible students include those unable to attend school due to illness, child care responsibilities, or other factors.

Peer tutoring is also an option. St. Landry Public Schools in Opelousas, Louisiana have an after school peer tutoring program. Peers work with teachers to help migrant students catch up and/or stay on grade level with other students. Peers make home visits with their students, and younger siblings if desired, in order to establish good study habits, develop self-esteem and life-long goals. The Jr. component of Strive to Achieve Yearly (STAY), a Florida dropout prevention program, provides tutoring by successful migrant high school students to at-risk migrants in grades three through eight. These students also participate in a recreation program conducted by Redlands Christian Migrant Association employees and STAY target students.

• *Parental involvement*

- **La Familia**

Migrant education recognizes the importance of parental involvement in assuring student success. Parents taking an active interest in their children's education are in effect exemplifying positive role models. Even though many of the parents may lack the skills or educational background to help their children directly, their interest and support emphasize the value of education. Recently completed reports by the Migrant Education Section 1203 Interstate/Intrastate Coordination's Parental Resources for Involvement in Migrant Education (PRIME) program documented state activities fostering increased home/school partnerships. Bilingual materials; Parent Advisory Council meetings, and other school functions; parent resource centers; counseling retreats; empowerment and leadership workshops are some examples of activities available to migrant parents.

Parental involvement at the secondary level is, often times, difficult to document. There are, however, examples where migrant parents have an active participation rate. For example, migrant parents from Utah's Payson Jr. High district have an active voice in what they think their children need in academic courses. Full credit courses are offered in the summer including computer literacy, reading, writing, science, geography, and math. The Life Management Skills Retreat concept previously described has been expanded to serve parents of at-risk migrant youth in an attempt to give them the counseling strategies necessary to improve their self-image and enhance decision-making, communication and leadership skills that will strengthen family relations.

Some migrant programs coordinate efforts to serve migrant families through identifying educational and social service needs. This whole family approach recognizes that children need the support of the family to thrive and that families often need support services. La Familia Unida, in the Phoenix, Arizona area, serves families through providing GED, ESL and citizenship classes, social service referrals for parents and PASS portable study packets and tutoring for secondary-aged migrant youth.

PROGRAM DELIVERY

1) Goals

Once the needs of the student population are identified and various program strategies have been investigated it is essential that outcome based objectives be developed. The objectives will emerge from the needs and will state in measurable terms what is expected to be accomplished by the program. The objectives will anticipate the development of an evaluation design which will prescribe methods and benchmarks of success. A comprehensive and detailed description of the process for developing an evaluation plan may be found in the "Evaluation" section of Options and Resources.

TIP: The NPSCEA Program Planner provides an overview of the elements which might be considered when planning a program. It is prepared in a handy checklist format which identifies tasks, responsible persons and resources needed. Checklists address the program elements of ID &R, Needs Assessment, Support Services, Instructional Services, Administrative Policies, Parental Involvement, Dropout Reconnection, Reporting, Staff Selection, and Program Design and Implementation.

2) Instructional Services

When designing programs and services for secondary students, migrant educators will want to consider a holistic approach. The multiple needs of the students, whether credit deficiencies, limited English proficiency, teen parenting, child care, financial, lack of knowledge of the system or a host of others, as determined by the needs assessment, must be taken into account.

Scheduling is the key element that completes the program design. It ultimately allows the educational services to be delivered in a manner which is beneficial to the student. The program schedule will need to reflect the identified needs and residency situation of the migrant students being served. While each program must be developed according to the unique needs of the population, the scheduling of instruction and support services and the term for which these services are provided ought to allow for flexibility as needs change.

TIP: " Students enrolling in the summer term tend to be consistently at lower risk (more on grade level enrollments, fewer below grade level enrollments) than those enrolled only in the regular term." (MESA National MSRTS Executive Summary, p. 10)

Whether scheduling homebase, receiving, summer or supplementary programs, reciprocity, communication and coordination among schools on a local, state and national level is key to anticipating needs and creating schedules/terms that meet the needs of the students. The following guidelines will be helpful in developing program schedules and terms that keep students in school and help them continue to meet graduation requirements.

- Provide scheduling/terms that meets the academic and graduation requirements of the students. This process will demand the investigation of clock hours, period lengths and credit requirements to assure matches which produce credit.

- Arrange schedules that provide opportunity to accrue credits rather than a menu including a little of everything. Isolated and unusual needs which complicate scheduling may be addressed through other approaches such as assisted studies, tutoring or distance learning. This concept is particularly important for summer schools when attempting to serve students in a short period of time.

TIP: There is a need to look beyond provision of core courses when planning secondary programs. Parents have reported that their children have acquired core credits required but are unable to access elective, honors or upper level courses. "My children could not get the courses they needed at summer school. They needed foreign language and special math courses to go to college." (Migrant Parent, NPSCEA Workshop, Denver, May 12, 1993)

- Arrange scheduling to include second-language acquisition instruction and the sheltered English approach. Both will increase likelihood of student success and credit accrual.

TIP: In California's Region V entire families, including secondary-aged youth, attend evening programs two evenings each week. "Parents will come if the whole family is taken care of," says Migrant Educator Zoe Acosta. The evening classes fit work schedules for parents and secondary youth.

- Provide scheduling/terms that meet the employment and family responsibilities. Students should not have to sacrifice their education to maintain their employment. Creative scheduling including after school, evening, and weekend services will likely be required to serve students adequately and maintain attendance.

- Arrange for education and employment programs to work together. Students are proud of, and committed to their employment. The alliance of education and work programs motivates the student who otherwise may be reluctant to attend.

Sending schools typically award/consolidate credit and grant graduation certificates. Generally it is they that provide the educational plan from which the student progresses toward graduation. Sending schools then have an obligation to provide scheduling that offers migrant students the best possible opportunities to accrue credit and progress educationally.

TIP: Schools in Donna, TX build time into the schedule whereby "Guided Practice" which provides make-up instruction is provided. Because the time is built-in, students do not have to sacrifice a current credit to make-up a course.

- Provide scheduling that negates the punitive effects of late entry/early withdrawal. Make-up programs which offer various time slots, both during and after school, and on evenings, weekends and during holiday periods are most effective in overcoming this issue.

- Schedule courses that address the specific needs on the graduation plan of the students. This may require multiple offerings of the same course in one year.

- Be flexible in accepting in-coming transfer scheduling even though it may not be a perfect match. Flexibility in acceptance will assist the student to stay on track and reduce the possibility of duplicate scheduling.

TIP: A letter from a sending school which specifies the student's graduation plan, requirements and projected schedule, carried with the student to a receiving school, will be of great assistance in determining scheduling needs.

Receiving states are in the unique and challenging position of maintaining and enhancing the credit accrual and graduation plans of students as they arrive for varying lengths of time. In fact, in some states, due to migration patterns, students are with the receiving state longer than with the sending state. Thus, scheduling that is beneficial to the student is critical. Receiving schools, particularly those providing summer school programs, do not have the freedom to arbitrarily design their programs independently. Curriculum and schedule/term will be guided by the requirements of the sending states of current students. Key concepts to consider regarding scheduling for receiving schools include:

TIP - When a student needs multiple courses/credits, concentrate on 1 or 2 at a time to facilitate completion and success.

- Schedule courses/terms that allow students to finish and earn credit. This approach increases the possibility that students will accrue credits.

- Schedule time for preparation and remediation for competency exams which are required in some states.

"Students should not be forced to decide between supplementing family income and attending school." (Jeanette Morales, Migrant Educator, Washington)

Schedules/terms and their associated policies, particularly for migrant students, have the potential to encourage or discourage attendance and in the long run, graduation. Well planned flexible scheduling which is based upon student needs will build student success.

Student needs assessments, both collective and individual, will also determine the selection of instructional format and curriculum. State requirements will circumscribe the entire design. Once again, staff might ask, ***"What is needed to keep these students on track for graduation or connected to education?"***

3) Special Considerations

Emancipated Youth

Since the mid 1980's a unique group of secondary-aged migrant youth has been identified, presenting a challenge for the Migrant Education Program. Several terms, "emancipated youth" and "non-schooled youth," are currently used to identify this population of young (16-25), non-English speaking, predominately male

TIP - Some areas receive migrant students for a long enough time period that the students enrolled in summer school will also enter the fall term in the same location. To provide continuity of personnel for the students, the Brockport (NY) Migrant Tutorial Outreach Program attempts to hire the same local high school teachers for summer program as will be teaching the fall term.

workers. Most often from Mexico and Central America, these youth have very limited education, from none to third grade. Thus, they may not be literate in their first language or their second, Spanish. They are very focused on their employment and take pride in their ability to send money "home."

TIP: Be sure to ask youth what they want to learn. Their requests will become a guide for the program design.

How, then, does Migrant Education serve this population that is being identified more and more frequently, and appears to be a trend for the future?

Educators will want to keep in mind that even though this population may be non-English speaking and unschooled, they bring a wealth of experience from travel and work and have needs and interests. Secondary programs serving them have found most success with alternative programs that appeal to the youth's most immediate need to interact with the community and employers. Courses that build on the youths' knowledge, are not necessarily cognitively demanding, and provide many clues for the non-English speaker are recommended. Program considerations might include:

- ESL with emphasis on language production related to survival topics, employment terms
- driver's education/auto mechanics
- athletic instruction/teams
- job search information
- life skills
- legal rights

Serving this new population will continue to be a challenge that requires innovative strategies and, most importantly, the sharing of programs that work.

Transportation

Attendance at educational programs, particularly those offering much needed flexible scheduling (evening, weekend, summer schedules), is very dependent upon the provision of transportation. Although transportation costs may be high, and indeed, may appear disproportionate to the program budget, the expenditure may be the difference between attending and non-attending students. Transportation is an essential part of the service package which must be provided to maintain the educational connections of migrant students.

Child Care

In a trend reflecting the current national pattern, a significant number of female migrant youth are becoming mothers. Their attendance at most educational programs is precluded by the lack of child care. This predicament is illustrated by the demographics of the Giving Rural Adults A Study Program (G.R.A.S.P.), East Bloomfield, NY, which provides at-home GED study preparation for migrant dropout youth. During the years 1989-91, more than 60 % of the students enrolled in the program were female, most of whom cited their reason for dropping out as lack of child care. The provision of child care cannot be overlooked when planning educational services to female migrant youth and must be considered as a standard inclusion to secondary programs of the future if the graduation rate of females is to increase.

Supportive School Policies

The negative effects of policies related to mobility are devastating to the educational progress of migrant youth. Policies which support the unique needs of migrant students will provide a solid foundation from which migrant educators can provide secondary services. Migrant Education staff can be a powerful and useful influence in advocating for policies which support their students. Supportive school policies will include:

"Students should not be victims of the rigidity system.."
(Bridget McGilvra, Migrant Educator, Florida)

- options/arrangements for late arrival/early withdrawal,
- alternatives to grade retention including appropriate course placement,
- equal access to required courses,
- provision for credit accrual, granting and exchange of credits, and
- options for fexible scheduling.

Staffing

Secondary programs require qualified as well as sensitive staff to create an academic environment which fulfills educational goals and maintains interest. A well chosen staff with a flair for creativity and a commitment to flexibility can overcome the negative aspects of a limited or underdeveloped program. Ideally, data from student needs assessment and at least a skeletal program design will be in place prior to the selection of staff to serve as a guide for the staff qualifications.

Considerations for selecting secondary staff include:

- Qualifications - Creditials required depend upon individual state and local standards. Since the awarding of credits may be a responsibility, it is advisable to check on certifications needed to be in compliance. Academic preparation and instructional experience, particularly in Migrant Education, are, of course preferred. However, the program may best be staffed by selecting a less experienced candidate in the light of the following considerations.

- Interest - A genuine concern for the education and well-being of secondary students provides the basis for a committed staff. A secondary staff pulled from last year's roster or from the elementary staff just for convenience and seniority rather than interest will likely reveal its ambivalence. A staff that believes the education of secondary students is just as important as the education of elementary students will elevate the quality of the program and encourage participation.

- Attitude - Often, the secondary student brings to the educational arena a host of adult problems combined with childlike attitudes. Needless to say, secondary students require the attention of a staff willing to go the "extra mile" with sensitivity to a variety of issues and a well developed sense of humor. Staff must be willing to accept the contradictions and challenges inherent in the instruction of secondary youth.

- Availability - Given the complicated lifestyle of secondary youth, it follows that successful programs and, thus staff, must be available when the students are available. Secondary staff should be selected for their ability to adapt to program schedules, not vice versa. It fact, it may even be necessary to select a staff member(s) that is less experienced than another to allow an instruction schedule that will meet student attendance needs.

Secondary programs will have individualized staffing patterns and unique staff requirements. Sample job descriptions can be found in Appendix C.

Staff Development

Effective staff development may take many forms; however, it will evolve from careful scrutiny of staff experience, needs of the students and, finally, the anticipated program design. Since secondary students have unique and varying academic and personal needs, it is essential that secondary staff training take all aspects into consideration. Preparing a useful, comprehensive staff development agenda is not an easy task. Exhibit 1 illustrates a possible staff development agenda. All of the topics might be included in a comprehensive secondary staff development agenda, particularly if there are staff members who are new to migrant programs. Clearly, it is the responsibility of the individual site to create and implement effective staff development activities.

TIP: Staff training is an area in which the utilization of technical assistance can provide information otherwise unavailable to a local program. Well chosen technical assistance can also introduce innovative strategies that renew interest and encourage staff commitment. Secondary programs are encouraged to investigate the training, often available at no cost, through the appropriate agencies listed under Technical Assistance headings in this and other sections.

Program Strategies - Exhibit 1

Agenda

1. Introduction to Migrancy

   - Overview of migrant farmworkers
     - description of population
     - awareness of specific needs of local groups
     - effects of mobility on educational process

   - Cultural awareness
     - characteristics of the population to be served
     - effects of culture on the educational process

2. Migrant Secondary Youth

   - Characteristics
     - who are they?
     - what do they bring to the educational setting?
     - what influences their lives?
     - awareness of special needs

3. Overview of Migrant Education

   - History and purpose of Migrant Education
   - Local structure

4. Program Preparation

   - Identification and recruitment *
     - specialized procedures for finding elusive secondary youth
     - numbers identified/trends forecasted
   - Needs assessment *
     - instrument design
     - administration
     - data analysis
   - Migrant Student Record Transfer System (MSRTS)*
     - procedures for entering/accessing data
     - procedures for credit accrual
   - Credit accrual *
     - procedures for assuring that credits are recorded and accepted
     - overview of proficiency tests and graduation requirements

5. Program Design and Implementation

   - Overview of planned program design(s)
     - rationale
     - goals
     - delivery
     - logistics
   - Provision of instructional techniques and delivery methods relevant to the program design and student need
   - Review of materials/curriculum, ideas for use and adaptations for individual needs
   - Review of policies/procedures - norms of behavior expected for attendance and regulations governing the educational setting
   - Identification of additional support needs
   - Review of evaluation goals and procedures for assessing program success *

* Topic is discussed at length in another section of this document.

RESOURCES

The following resources may be helpful in planning secondary programs:

Manual for Secondary Education. Olympia, WA: State of Washington Migrant Education Program, January 1992.

Mattera, Gloria. Models of Effective Migrant Education Programs. Las Cruces, NM: ERIC/CRESS, 1988. ED294704

Migrant Counselor's Handbook Grades 9-12. Pharr,TX: Texas Education Agency, August 1991.

Morse, Susan. Characteristics of Migrant Secondary Students-Outreach Report. Geneseo, NY: Migrant Education Secondary Assistance Project, 1989. ED319550

Morse, Susan. Current Practices: Future Directions-Outreach Report. Geneseo, NY: Migrant Education Secondary Assistance Project, 1989. ED319551

Program Planner. Edinburg, TX: National Program for Secondary Credit Exchange and Accrual, 1993.

Rasmussen, Linda. Migrant Students at the Secondary Level: Issues and Opportunities for Change. Las Cruces, NM: ERIC Clearinghouse on Rural Education and Small Schools, 1988. ED296814

Rudes, Blair A. and JoAnne L. Willette. Handbook of Effective Migrant Education Practices. Volume I: Findings. Arlington, VA: Development Associates, Inc., 1990.

Rudes, Blair A. and JoAnne L. Willette, D. Scott Bell and Lila Shapiro. Handbook of Effective Migrant Education Practices. Volume II: Case Studies. Arlington, VA: Development Associates, Inc., 1990.

TECHNICAL ASSISTANCE

The following agencies may be able to provide technical assistance on program strategies. Addresses and telephone numbers are included in Appendix B of this manual.

State, regional education and local operating agencies - services vary according to expertise
Program Coordination Centers (PCCs)
Portable Assisted Study Sequence state coordinators/University of Texas Migrant Program
Florida Migrant Interstate Program
Texas Migrant Interstate Program
Chapter 1 Technical Assistance Centers
Chapter 1 Rural Technical Assistance Centers
Multifunctional Resource Centers
Title IV Desegregation Assistance Centers

Also, personnel from various programs profiled in this section may be able to offer additional information.

◆◆◆◆◆

Sources

S.M. Miller, et al, Too Late to Patch: Reconsidering Second Chance Opportunities for Hispanic and Other Dropouts. Washington, DC: The Hispanic Policy Development Project, 1988.

Susan Morse, "Out of Sight, Out of Mind," MESA Bulletin. March 1989.

SUCCESSFUL SECONDARY PROGRAMS AND TRAINING MODELS

On the following pages, seventeen secondary programs are presented with the goal of offering migrant educators a variety of ideas for addressing the possibilities of educational options for secondary migrant youth. These programs are offered as ideas. No one program perhaps would be taken intact and transferred to another area. Educators in each area instead, relying on their needs assessment, would take components of many of these options and adapt them to meet the needs of their secondary students.

ADOLESCENT OUTREACH PROGRAM (AOP)

Elements

- ✘ Credit Accrual
- ✘ Flexible Scheduling
- ✘ School Enhancer
- ✘ Support Services

Components:

- Academic assistance
- Counseling
- Home visits
- Transportation
- Advocacy
- Dropout retrieval
- PASS program
- Work experience/ job training
- Career development
- Evening instruction
- Secondary credit exchange program

Description:

The New York State Adolescent Outreach Program (AOP) provides academic, vocational and support services to migrant youth, in and out of school. Program components are integrated within the tutorial system which operates in thirteen sites across the state. At the tutorial level, AOP supports youth's academic program through career development/life skills counseling, advocacy, work experience and job counseling. Intensive summer programs help youth who have failed courses and/or need remediation to accrue credit or be promoted to the next grade.

Credit Accrual
Students in grades 7-12 have the opportunity to earn credit through the PASS program. They may work on the portable learning packages at their own pace under the advisement and guidance of assigned tutors.

Career Development/Work Experience, Shadowing
Career education activities may include self-awareness and/or social and life skills counseling, career days, work experience, job shadowing, field trips of a cultural, educational or recreational nature, and college visits. Dropout youth are provided support in re-entering an educational program or in obtaining unsubsidized employment.

Students in the work experience component usually meet once a week with staff for vocational counseling and career awareness training. They also receive on-the-job training for which they usually are paid a stipend or minimum wage provided through Migrant Education or JTPA funds. In some sites, students may earn elective credit for work experience.

Shadowing activities give students time to spend on-the-job with people working in different occupations. Students are usually unpaid and gain first hand experience in the world of work.

Counseling
Guidance and counseling services are available to in-school and dropout youth on an individual basis, in small groups, or through referrals to appropriate agencies. Activities are designed to encourage self-development and positive attitudes and a solid relationship with the family.

Advocacy
Migrant students and their families may need a number of services related to their academic performance, health, emotional and social well-being. An Adolescent Advocate may assist directly or through referral services. Some of the advocacy services may include:

- adjusting educational scheduling to provide equal access for migrant students
- making referrals to community service agencies
- expediting secondary credit exchange

Elements

✘ School Enhancer
✘ Support Services

CAREER DEVELOPMENT PROGRAM

Components:

- Career awareness
- College exposure in a residential setting
- Self-concept development

Description:

Students participate in a five-day residential program at Northern Illinois University. The three major goals of the program are to provide: occupational and educational information; transition from high school to advanced educational programs or work; and motivation and skills for personal and social development. Junior and senior migrant high school students who attend learn about options available after graduation in the world of work, higher education, military service or self-employment.

During the program students live in the dormitories, sit in on classes at both the university and local community college, and visit local businesses and industries where they have opportunities to explore career interests and learn about career options. Information on financial aid and supportive services is provided for those students wishing to pursue post-secondary studies. In addition, students complete individualized career plans, use computers to access career information, maintain a personal journal and participate in a wide variety of social and recreational activities.

Elements

✘ School Enhancer
✘ Support Services

CAREER FAIRS

Components:

- Career awareness
- Scholarships

Description:

Oregon holds two Career Fairs on college campuses in the eastern and western parts of the state to expose middle school migrant students to a variety of career options. The eastern one serves approximately 200 students while the western fair serves approximately 400. In this annual event, ten scholarships are awarded. The fairs are one-day events in which six sessions totaling between 30 and 36 workshops are held addressing educational, technical, personal developmental, and professional areas. Students take a campus tour and hear presentations given by exhibitors. Colleges and agencies set up displays in an exhibit area during the fair. Exhibitors' fees and donations from agencies are used to fund the scholarships which are awarded.

The Career Fairs offer a parent orientation for a total of approximately 60 migrant parents. They may attend sessions on parents' and students' rights, Migrant Education's expectations of migrant students, National Goals for Education, and high school requirements.

At least two regional high school conferences are also held in eastern and western Oregon for migrant tenth through twelfth graders. Approximately 300 students attend each conference. In a format similar to the Career Fairs, students set educational goals and learn about the education required for various careers.

The Hispanic Institute in Portland presents workshops and exhibitors' booths for migrant Hispanic high school students on education, careers, gangs and drugs.

Elements

✘ School Enhancer
✘ Support Services

CLOSE UP PROGRAM FOR NEW AMERICANS

Components:

- Citizenship program
- Community service-learning activities
- Local and state government field trips

Description:

The Close Up Foundation, in cooperation with the National Association of State Directors of Migrant Education (NASDME), has set aside a number of slots in its citizenship program for migrant students who have resided in the United States no longer than five years. Through the Close Up Program for New Americans, migrant high school students are able to participate in a year-long academic supplement in civics. Hands-on government studies and community service-learning activities broaden the recent arrivals' knowledge and understanding of American politics and help them become effective citizens. Prospective participants include high school students with English proficiency and an interest in learning more about American cultural and political traditions. Students must also involve their parents or guardians during their participation.

The program is comprised of three parts:

1. Local Learning Activities in which after-school study groups make visits to examine state and local governments and issues
2. An in-depth view of the federal government during a week-long visit to Washington, DC
3. Community Service-Learning Projects

The first part gives students an orientation to government activities and issues in their local community. After meeting with community leaders and visiting government agencies, students are helped by teachers to relate the concepts to their lives as new Americans.

During their week-long visit to the nation's capital, students see firsthand how the Senate and House of Representatives work. They meet government officials, policymakers, and issues advocates. They visit the Jefferson, Lincoln, and Vietnam Memorials, the Arlington Cemetery, National Archives, and educational institutions such as Georgetown University. They learn firsthand about the U.S. Constitution, Bill of Rights, naturalization process and health rights. Teachers participate in a parallel program for professional development. All participants spend time exploring the museums at the Smithsonian Institution.

The last part, Community Service-Learning Projects, enables students to put their civic education into practice. With the guidance of their teachers, students may design and conduct projects such as voter registration drives, peer counseling and teaching other migrants the steps they need to gain citizenship. Students are encouraged to share what they learn with other students.

Approximately one thousand migrant students have participated in the Close Up Program for New Americans. Many have been sponsored by the Migrant Education Program and supported by donations from corporations or Close Up fellowships to pay for the student fee.

Elements

✘ Alternative Program
✘ Flexible Scheduling
✘ Support Services

HIGH SCHOOL EQUIVALENCY (HEP) PROGRAM

Components:

- Counseling
- Placement assistance
- Spanish instruction
- Tutoring
- English as a Second Language
- Pre-GED and GED preparation
- Stipend
- Home-study
- Residential & commuter program
- Transportation

Description:

Migrant workers or their dependents may prepare for the GED high school equivalency diploma in a residential college setting or as commuters to HEP sites. HEP has a number of sites nationally; numbers and locations vary according to funding.

To be eligible for HEP a person must:

- be a migrant worker, seasonal farmworker, or dependent of one for at least 75 days during the past 24 months or be eligible to participate in the Migrant Education Program or the Migrant and Seasonal Farmworker Program administered by the Department of Labor
- not already have a high school diploma or its equivalent
- not be currently enrolled in a school
- be at least 16 years old
- complete application materials
- need the academic assistance, support services, and financial aid provided by the program

Career information, job placement, counseling, academic advisement, tutoring, and transportation to and from the program are provided at the HEP sites nationwide. Programs help students make the transition to post-secondary education, job training, or finding employment depending on student preference. Some programs may provide cultural activities, housing, and meals. Additionally, some HEP sites provide instruction in Spanish or Russian, pre-GED basic skills, computer-assisted instruction, home-study options, health services, and child care arrangements.

Elements

- ✘ Alternative Program
- ✘ Credit Accrual
- ✘ Flexible Scheduling
- ✘ School Enhancer
- ✘ Support Services

LA FAMILIA UNIDA

Components:

For parents:

- Adult basic education
- Amnesty/citizenship classes
- ESL
- GED preparation
- Social services linkages

For students:

- Home visits
- PASS (Portable Assisted Study Sequence) program
- Tutoring

Description:

In the Phoenix, Arizona area, La Familia Unida serves migrant high school students and their parents. The program operates during the school year and summer, providing day and evening classes with bilingual teachers. Students may participate in the PASS program to accrue credit and may receive tutoring, if needed. The coordinator and home visitor check on students having problems or low attendance.

Migrant parents are offered classes in adult basic education, English as a second language, GED preparation, and amnesty/citizenship. Parents are encouraged to attend training sessions run in conjunction with the Parent Advisory Council (PAC) to gain more information on such skills as goal setting, conflict resolution, and improving communication with their children. Social services linkages to obtain public assistance, food stamps, medical care and job training are also included. The program makes child care referrals as needed. Funding for students is provided through the Arizona Migrant Education Program; for parents through the Arizona Adult Basic Education Program.

Elements

✘ School Enhancer
✘ Support Services

LIFE MANAGEMENT SKILLS RETREAT

Components:

- Counseling
- Self-esteem development

Description:

The Life Management Skills Retreat was developed by a group of migrant counselors in the summer of 1987 under the guidance of the Texas Migrant Interstate Program (TMIP). The counselors wrote a comprehensive manual for migrant educators to address students' low self-esteem which places many of them potentially "at risk" of dropping out of school. The program's activities revolve around a 48-hour retreat that is offered over an extended weekend in a non-threatening developmental counseling setting. A retreat leader and five trainers conduct structured sessions that help students set goals, develop a strong group bond, realize the importance of objectives in life, develop positive attitudes toward school, family, and community, as well as recognize their leadership abilities.

The program is divided into three phases:

Phase I: The Self - Activities that enable participants to know themselves
Phase II: The Self and Others - Skills for working with others
Phase III: Futuring - Application of what was learned to participants' daily lives.

The purpose of the three phases is to allow students to take an introspective look at themselves in order to begin personal, social, and psychological changes that can lead to their success. The program activities are designed to lead to a change in student attitude from which school, family, and community are seen as valuable resources for personal development and goal achievement.

Counselors are advised to select potentially at risk student participants based on some of these factors:

- low self-esteem
- poor grades
- overaged for grade
- low aspirations
- high absenteeism
- dislike for school
- broken home

Activities and topics during the retreat cover a wide range of areas including a human treasure hunt, memory games, a newspaper search for negative articles, daring to be different, successful local role models, interpretation of lyrics to popular songs, family budgeting, conflict resolution, and assertiveness role plays.

Elements

- ✘ School Enhancer
- ✘ Support Services

MENTE (MIGRANTS ENGAGED IN NEW THINGS IN EDUCATION)

Components:

- Career exploration
- College exposure
- Residential program
- Self-esteem development

Description:

California migrant students participate in a five-week summer residential program at Fresno State University or the University of California at Los Angeles in order to improve their motivation and achievement. Incoming sophomores through seniors who are enrolled in a college preparation course of study are eligible for the program. Students must maintain a 3.0 GPA, have three letters of recommendation, and have parental permission to participate. This Migrant Education-funded program serves an average of eighty students each summer.

The MENTE program examines college entrance requirements in selecting coursework for participants. Courses include: writing skills, math, science, computer programming, art/drama, and physical education. Students demonstrate their creativity by writing a play which they perform at their "graduation" ceremony. Themes are often directed toward convincing their parents in the audience that college is an important next step in their lives. Speakers from the workforce, including lawyers, doctors, and business people, make presentations about their careers as motivational efforts. MENTE participants also take study trips which are tied in with the curriculum to such places as local art museums.

Elements

✘ School Enhancer
✘ Support Services

MIGRANT CLUB

Components:

- College visits
- Post-secondary information and counseling

Description:

Donna, Texas is the site of an after-school club that offers migrant students in grades 9-12 information about pursuing post-secondary education. Students learn about the impact their grade point average has on their ability to enter college. They also receive information on graduation requirements including courses and credits needed, financial aid and grants, college admissions policies, application deadlines, preparation for the ACT and SAT tests, and acquaintance with colleges through reviewing their catalogues. Students also have the opportunity to visit colleges. Club officers were selected to attend the migrant Student Leadership Conference in December of 1992. They participated in two days of learning activities to build their leadership qualities.

Elements

✗ Credit Accrual
✗ Flexible Scheduling

MIGRANT STUDENT PROGRAM - UNIVERSITY OF TEXAS AT AUSTIN

Components:

- Correspondence academic coursework
- Credit-by-exam

Description:

The Migrant Student Program at The University of Texas (UT) at Austin focuses on graduation enhancement by providing courses that fulfill the graduation requirements of Texas. Students earn credit by working on courses at their own pace in any location. All courses, approved by the Texas Education Agency, fulfill Texas curriculum requirements. The courses have been used in Texas and in many states that receive Texas students.

Course offerings include most of the courses required for graduation from Texas. Sixteen courses are designed to meet the learning needs of migrant students. Enriched content is provided in an accessible form by lowering the reading level and providing background skills. Content is broken into short concentration units; vocabulary development is reinforced with exercises; lessons are interactive; and graphics reinforce concepts and structure. Enrollment in these courses as well as standard high school correspondence courses is available through the UT Migrant Student Program.

Receiving schools may implement UT courses in a variety of modes: by helping students earn credit by enrolling students in a correspondence program, by enrolling them in a credit-by-exam program, by grading lessons independently, or by consolidating partial credit.

Correspondence Program
To earn credit in a course through this model, a student has twelve months to complete nine to twelve lessons satisfactorily and pass a final exam with a score of 70 or higher. Correspondence lessons are mailed to UT for grading and instructor feedback.

Credit-By-Exam Program
Credit is offered by exam for all of the courses. Students take a supervised exam and return it to UT for grading. Students must score 70 or higher to receive credit. UT awards the credit, issues a transcript, and enters the grade on the Migrant Student Record Transfer System.

Grading Lessons Independently
Courses are available for purchase, and the individual site administering the program may grade the lessons and award the credit.

Consolidating Partial Credit
When students have partial credit in a course, the lessons in the UT courses may be used to consolidate credit. To receive this partial credit, the student may be enrolled in a correspondence course or a site may grade lessons and award credit independently.

Students can get help with course work by calling an 800 number, or by writing notes to the instructors on lesson cover sheets. Also, many receiving schools assist students enrolled in courses by providing tutorial sessions. Students who receive tutorial assistance have a higher success rate.

Elements

✘ Credit Accrual
✘ Flexible Scheduling

PORTABLE ASSISTED STUDY SEQUENCE (PASS)

Components:

- Assisted academic coursework
- Portable instructional packets

Description:

PASS, which originated in California in 1978, stands for Portable Assisted Study Sequence. It is designed to give migrant secondary students the opportunity to work semi-independently on coursework to earn full or partial credits towards high school graduation. PASS is a nationally recognized program that contains all the materials needed to successfully complete the course. The purpose of PASS is:

1. To provide **portable** semi-independent semester learning packets developed for use with migrant students
2. To **assist** students to learn at their own pace and accrue credits
3. To enhance individual student's **study** through indepth competency-based learning activities
4. To help students work toward the completion of their secondary **sequence** of courses leading to graduation.

The portable learning packets may be worked on by the student in addition to regular school year courses, in a summer program, or in transit. PASS is often used as the curriculum in Migrant Education summer and extended day programs and as a supplement in fall, spring and regular term programs. The number of courses vary from state to state; in all, approximately forty courses are available nationwide. All states offer English, social studies and mathematics. Other courses include but are not limited to science, art, study skills and health. Most courses are available for purchase from the states of California, Michigan, Washington and Wisconsin.

PASS courses consist of five separate units for each semester course; thus, there is a great deal of flexibility in how they can be used. Often a student only needs one or two units to complete a course started in a homebase classroom. Students can earn full or partial credit, respectively, for each entire course or individual unit successfully completed. Credits may be issued from one school district in a state, each local district or by the migrant student's homebased school district.

Some states also provide Mini-PASS to 6th, 7th and 8th graders. Developed by the Wisconsin Migrant Education Program, Mini-PASS offers migrant middle school students an opportunity to take courses for meeting promotion requirements or for purposes of remediation or enrichment.

There is also flexibility in the management of a PASS program. Different models include:

Centralized Model - One office administers the program statewide. This office oversees the program, provides courses to students throughout the state, grades student exams and issues credit.

Semi-Centralized/Regional Model - PASS activities are generally coordinated by this office statewide or regionally, but the office itself may not provide all related services. Often, several regions in the state or the individual districts grade students' exams and issue credit. Courses are often supplied from one central location.

De-Centralized/Local Model - This model is used when there is only one site in a state using PASS or when multiple local sites are autonomous. With this model each site is responsible for obtaining the PASS courses, tutoring students, evaluating the students' work, issuing credit and keeping their own program records.

Elements

- ✗ Credit Accrual
- ✗ Flexible Scheduling

PROJECT SMART
(Summer Migrant Access Resources Through Technology)

Components:

- Academic coursework
- Evening program
- Interactive, televised broadcasts
- Summer program

Description:

This first nationwide distance learning project specifically designed for migrant students was a collaborative effort between the Migrant Division of the Texas Education Agency (TEA) and nine other state Migrant Education Programs. Building on a 1992 pilot project involving Texas and Montana, Project SMART reached more than 18,000 migrant students at four curricular levels (early childhood, elementary, middle school and high school) in the summer of 1993.

The project featured live interactive and televised broadcasts transmitted via satellite technology over an eleven-week period. Students who received the broadcast in the live interactive mode were able to converse with the distance learning teacher using a telephone hook-up. Other students watched the live broadcasts transmitted by the local cable company or Public Broadcasting System station in their homes. All students benefitted from interaction with the "SMART partners," local teachers and tutors who supported the television lessons by carrying out suggested instructional and assessment activities during non-broadcast times, tracking student progress and communicating with the television teacher partner.

The secondary component of Project SMART centered around the course "Mathematics of Money: Personal Finance" (MOM). Students who successfully completed the course were able to earn 1/2 credit in mathematics. Lessons were developed around the migrant students' daily experiences, especially those involving money and economics. The course was also designed to improve students' performance on the math problem-solving section of the Texas Assessment of Academic Skills (TAAS).

The MOM course was broadcast for one hour on each of two evenings per week, so that high school students who were working in the fields all day would have an opportunity to participate. Those students who attended a site-based program generally engaged in at least another hour of instruction and wrap-around activities with the SMART partner before and/or after the broadcast.

A key feature of Project SMART was the nationwide tracking system that was established to provide immediate educational updates, particularly for secondary students. The system was effectively used to facilitate continuity of instruction as students migrated. Thus, a student who began but was not able to complete MOM in a receiving state school could be targeted in the homebase school and arrangements made for course completion using video tapes of the lessons missed. By providing the same high quality curriculum and instruction from the same teacher in both receiving state and homebase schools, Project SMART demonstrated the applicability of distance learning for meeting the needs of migrant students.

Elements

✘ Alternative Program
✘ Flexible Scheduling

READING in a KIT (RIK)

Components:

- Assisted academic coursework
- Portable instruction unit
- Pre-GED readiness

Description:

There is a dearth of materials available to effectively serve out-of-school youth who are reading at the upper elementary or early secondary level and are not ready for traditional GED preparation materials. Reading in a Kit (RIK) prepared by the BOCES Geneseo Migrant Center was developed in response to that need.

RIK is a pre-GED reading curriculum prepared in a format similar to PASS which allows users to work at their own pace with the help of a mentor. The curriculum is prepared at a 5-6th grade reading level and includes 5 individual sections each focusing on a cluster of related reading skills. While the sections are designed to be utilized as a complete course, each building upon the other, the sections may be used independently for increasing skills in a particular area such as alphabetizing or identifying main ideas. Exercises and assignments to develop writing skills are integrated into each chapter. All supporting materials including Dark Harvest, by Brent Ashabranner, a map, dictionary, newsletters and articles are contained in the kit. Many of the materials were chosen for their high interest to migrant farmworkers. The book focuses on the lives of migrant workers and articles target areas relevant to their daily lives.

The curriculum emphasizes current reading strategies including student involvement, linkage of reading and writing, and vocabulary in context. Basic study skills, practice in using reference materials, and activities for increasing vocabulary and comprehension are also presented. RIK does not offer credits; however each section contains a checklist which assists the student and mentor to assess progress. Students are pre- and post-tested with the Test of Adult Basic Education (TABE) to determine program eligibility and progress.

A Mentor's Kit containing answers to the exercises in the curriculum and detailed directions for use of the kit plus "Enrichment Activities" is also available.

RIK was piloted in various instructional situations during the summer of 1993. Initial reports indicate a high level of student interest due to its migrant specificity and reading level.

RIK is an innovative break-through in the provision of pre-GED educational services where a gap in programs and materials exist. It is anticipated that RIK might also be utilized for students transitioning from ESL programs. RIK is distributed by the Wisconsin PASS program (Call: 1-800-831-6391).

Elements

✘ School Enhancer
✘ Support Services

STUDENT LEADERSHIP CONFERENCE

Components:

- Career awareness
- Counseling
- Residential program
- Self-esteem development

Description:

A number of states provide leadership training for migrant students during the spring or summer, varying in length from a weekend to a full week. Conferences are generally held on a college campus to maximize student exposure to higher education options. Career exploration, goal setting, self-awareness activities, and building cooperation and mutual trust underlie the student leadership concept.

The Washington leadership conference is a four-day event held in the spring. Small group activities revolve around leadership techniques, problem solving, values clarification, and understanding one's potential. A two-member team of professionals lead each small group. Motivational speakers give students encouragement to reach goals and think positively about the future.

In Jackson County, Oregon, leadership training addresses the language barriers students from five participating schools face. The training, held on a weekend, encourages migrant students to stay in school and set high achievement goals for their personal lives and academic careers. Group activities and team assignments help develop cooperation and mutual trust among participants.

New York State provides a week-long summer program at the SUNY campus at Oneonta. Students receive daily instruction in life skills, Project Adventure, and coalition building while having their choice of electives. They also attend workshops in multiculturalism, conflict resolution, and responsible dating. The program also offers leadership training, small group counseling, career exploration, and a day dedicated to going to college classes and touring a local campus. Migrant program support staff participate in program activities with the students, attend a multicultural workshop, and develop an outline of follow-up activities and events.

SUMMER INSTITUTES

Elements

✘ Credit Accrual
✘ Flexible Scheduling
✘ School Enhancer
✘ Support Services

Components:

- Academic coursework
- Career exploration
- Counseling
- Dropout retrieval
- Enrichment
- Intensive English
- Self-concept development
- Stipend
- Tutoring
- Residential program

Description:

The Summer Institutes are six week residential programs located on Florida college campuses to serve at-risk migrant middle and high school students as well as dropouts or non-school attendants. The Institutes are divided into strands: middle school, high school, intensive English, dropout retrieval, and an upgrade strand to place seventh graders who are behind in school due to excessive absenteeism and interruptions with their ninth grade peers.

This program is conducted by the Florida Department of Education in conjunction with designated school districts and colleges. Funding sources include Migrant Education, Adult Migrant and Seasonal Farmworker Program, state general revenues, migrant health centers, and other public and private agencies.

Students are selected on the following needs: below grade level attainment, high absenteeism, frequent school interruptions, low math or reading skills, and low self-esteem. The Institutes provide students with the opportunities to earn academic credits; receive remedial assistance; work on life management, leadership and study skills; explore career options; and develop a positive self-concept. Tutors are available in the evenings and during class time. Speakers, many of whom are former migrants, encourage and motivate students to get an education, and achieve success through commitment and perseverance, as they have.

Residential and guidance counselors as well as vocational specialists are hired to provide needed services. Counseling in the areas of academics, vocations, post-secondary placement, employability skills, and life management are provided. A student and guidance counselor jointly develop an Individual Plan of Action (IPA) which lists recommended coursework needed for grade promotion and high school graduation. Academic strengths and weaknesses are included to aid advocates and guidance counselors in the schools where the student enrolls.

Students have opportunities to participate in numerous activities including student government, panel presentations, community service projects, academic competitions, talent shows, yearbook and weekly newsletter writing. Educational field trips are an integral component of this program. Enrichment activities have included trips to such places as the Kennedy Space Center, Salvador Dali Museum, Sea World, EPCOT, and the Miami Seaquarium. Students are provided a small stipend during participation in the program to help with daily expenses and to offset their families' economic burden due to their not working.

Elements

- ✗ Credit Accrual
- ✗ Flexible Scheduling
- ✗ School Enhancer
- ✗ Support Services

SUMMER MIGRANT PROGRAM

Components:

- Day and evening classes
- Interstate and inter-agency linkage
- PASS program
- Interactive, televised broadcasts

Description:

Many states operate summer migrant programs for secondary-aged youth to give them the opportunity to make up credit, stay on grade level, prepare for homebase state required competency examinations, or participate in enrichment activities. Extended day and/or evening classes are often provided to accommodate youth's need to work during the day to supplement family income. Assisted study course materials may also be employed as part of the program curricula. An example of a migrant summer program follows:

The high school component of the Princeville (Illinois) Migrant Program features a strong academic program coupled with effective interstate and inter-agency linkages. The 180 hours of instruction offered in the program allow students to earn up to one full credit (two semesters) in a wide variety of courses available through the PASS program and Project SMART, the national distance learning project for migrant students. The high school program maintains flexible hours in order to accommodate students' work schedules. When students are working in the fields or cannery, classes are held in the evening from 4:30 PM to 8:30 PM. Students enrolled in Project SMART attend the televised broadcasts from 7:00 to 9:00 PM as well as participate in additional instructional and assessment activities provided by teachers on-site. During periods when students are not working, they attend day classes. Teachers are always available during the day for students to obtain extra help, make up a missed session or advance in their studies.

To ensure continuity of services and successful transfer of credits, effective coordination exists with homebase schools, particularly in Del Rio and Eagle Pass, Texas. Student information, transcripts, curricular materials and even classroom teachers are regularly exchanged. In addition, tri-state cooperative efforts have been established to provide continuity for those children whose families also migrate to Cambria, Wisconsin during the course of the summer. As a result of the extensive and ongoing coordination efforts, high school students are appropriately placed, credits are successfully accrued and students experience few academic interruptions as they move from school to school.

The Princeville Migrant Education Program was cited by the U.S. Department of Education as an exemplary program in 1987 and has been featured in two national studies of the Migrant Education Program.

Elements

✘ School Enhancer
✘ Support Services

YO PUEDO

Components:

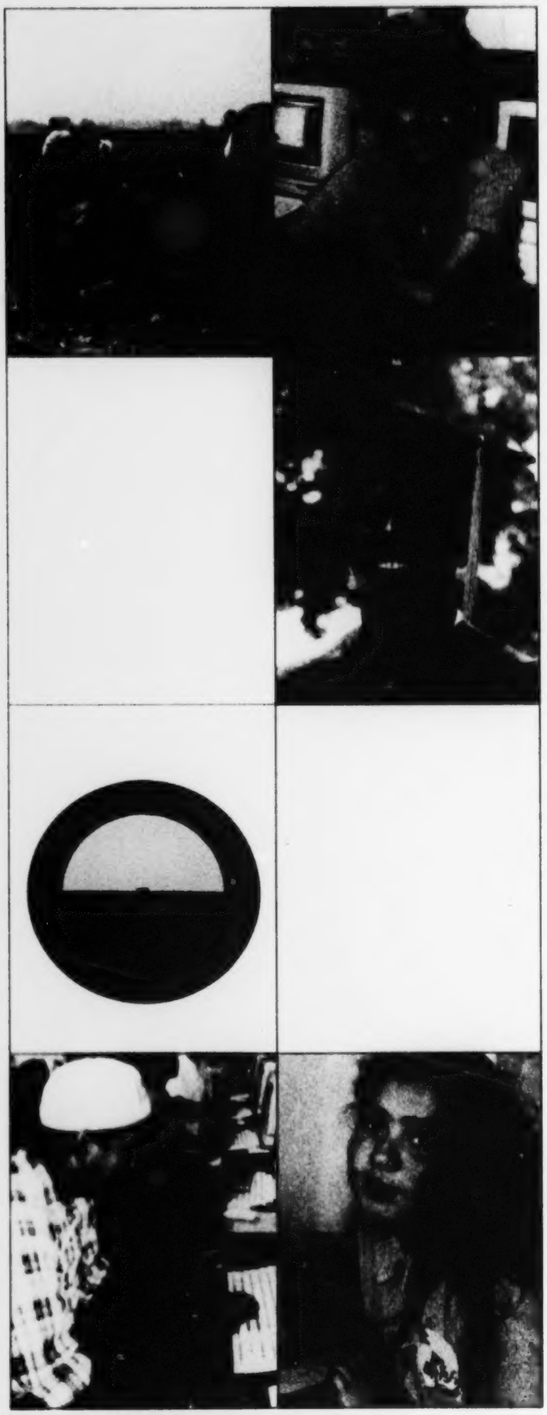
- Self-esteem development

Description:

This peer leadership training program was developed for migrant high school bilingual students by the California Migrant Education Program. The program may be used as in-school curriculum or on a college campus. In a year-round program, counselors work on Yo Puedo activities from the program booklet with students once a week to develop self-esteem, motivation to stay in school, and a viable plan for one's future. Students may participate in a "Magic Circle" discussion group in which they focus on positive aspects of their lives, such as the advantages of their being bilingual.

The purposes of the Yo Puedo program include:

- building and strengthening leadership and advocacy skills
- fostering cultural appreciation
- helping students with self-expression
- encouraging oral language development
- increasing students' skills in decision-making, problem-solving, and conflict resolution
- building self-esteem and communication skills



Options and Resources

for Achieving Credit Accrual for Secondary-aged Migrant Youth

STUDENT CREDIT EXCHANGE & ACCRUAL

National Program
for Secondary Credit Exchange
and Accrual (NPSCEA)

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Options
and
Resources
for Achieving Credit Accrual
for Secondary-aged
Migrant Youth

Cover photos by:
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Options and Resources

for Achieving Credit Accrual for Secondary-aged Migrant Youth

STUDENT CREDIT EXCHANGE & ACCRUAL

developed by

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1994

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1-800-456-7232

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STUDENT CREDIT EXCHANGE AND ACCRUAL

"The consequences of mobility are harsh for high school students. Early spring departure and late fall entry remain major obstacles to migrant students in accruing credits and graduating . . . Fortunately, there are a number of agreements whereby homebase schools accept credits and partial credits earned by students during their temporary residence in other states." (Rethinking Migrant Education: A Response to the National Education Goals, p. 14)

RATIONALE

The most important aspect of interstate coordination and cooperation, particularly as it relates to migrant secondary students, is the transfer of academic information and successful exchange and accrual of credits.

Although the process of credit accrual can be relatively straightforward for most students, it may be very complicated for migrant students due to their mobility and attendance in multiple schools. Once credit is earned, it must be properly recorded and subsequently accepted, especially by a student's homebase school. Graduation depends on completion of required courses, accrual of sufficient credits and, in some cases, demonstrated achievement of specific outcomes or competencies. An effective system is needed to record, transfer and ensure acceptance of course work undertaken and credit earned by migrant students at any time, in any school district, in any state.

IMPLEMENTATION

1) Modes of Information Transfer

Credit accrual is the process by which secondary students earn credit for courses successfully completed and accumulate credits toward meeting graduation requirements. For migrant secondary students the credit accrual process also involves the interstate and interdistrict transfer of academic information. To achieve the communication necessary to support this process, multiple modes of information transfer are used: **informal exchange, formal records transfer, and computer database networking.**

Together, the three mechanisms facilitate educational continuity for migrant secondary students by promoting direct communication among students, parents and school personnel, by documenting and recording credits earned and accrued, and by providing a systematic means for transferring information. Each of the three modes complements, supports, and reinforces the other.

Informal Exchange

Documents hand carried by students and/or their parents, as well as verbal and written communications among school personnel, form the basis of the informal exchange of information. Tools for informal exchange are:

TIP: Parents and students are encouraged to hand-carry these items to the next school. ➡

- Report cards
- Withdrawal forms
- PASS Student "Tickets" (report card for PASS courses)
- Notes from teacher to teacher
- Telephone calls between sending and receiving schools
- Fax messages/reports
- Electronic mail (E-mail)

Although these tools lack official designation, they are what makes the credit exchange and accrual process a collaborative, people to people effort which involves the active participation of parents, students, teachers, counselors and many other school personnel. It is primarily through the informal process that initial instructional placements are made. When students and parents arrive at school with copies of withdrawal forms, report cards and other reports, school counselors and administrators have immediate access to tangible information that can be used in the placement process, thus saving time and greatly improving access to the particular instructional services that students may need.

The informal exchange also encourages school personnel to discuss the particulars of credit exchange - what information is needed; how it is to be transferred; who is to issue the credit. Informal credit exchange agreements made at this level have enabled migrant students across the country to accrue credits toward graduation.

TIP: The agreement may simply be consensus reached over the phone.

Formal Records Transfer

The transfer of official records from one school to another provides actual documentation and verification of credits earned and accrued. In many cases these records legitimize the information shared in the informal exchange process. Examples of official documents that are customarily used are:

- School transcripts
- Credit exchange forms
- Individual student school records
- Interstate and interdistrict credit exchange agreements
- Letters (hard copy) between sending and receiving school personnel

Establishing procedures for officially documenting and transferring credit is vital to an effective accrual system for migrant students. The participation of all school projects, both short (spring, summer, fall) and long-term (full year), is necessary to the system's success.

TIP: Schools are encouraged to send students' transcripts to homebase schools automatically upon withdrawal without waiting for formal, official requests.

Also important is the systematic recording and reporting of partial credit. Although often overlooked, TIP: Even very limited, partial credits should be recorded and shared, as they may prove to be extremely valuable to the student when credits are consolidated.

the recording of partial credit can greatly benefit migrant secondary students. First, additional possibilities are created for school personnel to consolidate partial credits, where appropriate, in order to grant full credit. Second, efforts can more easily be directed toward assisting students to finish partially completed courses.

Because migrant students usually earn credits from the multiple schools they have attended, they may have several transcripts, each issued from a different school. The difference between graduating and not graduating may well rest on the acquisition and consolidation of these documents by a school counselor or migrant program personnel.

Computer Database Networking

Considering the difficulty of keeping track of courses taken and credits accrued in multiple sites for even one migrant student, it becomes clear that a critical need for all migrant students is a national computer-based system linking the various pieces of their secondary education. Advantages of a national computer-based network include the centralization and the standardization of information so that student data entered by one school district can be merged with data entered by another, all of which can be readily accessed by appropriate school personnel.

Since 1983 the Migrant Student Record Transfer System (MSRTS) has provided the primary mechanism for maintaining and transferring credit accrual and other academic information for migrant secondary students nationwide. MSRTS is a national computerized telecommunications system that stores and transfers academic and health information for migrant children.

For more information, contact:

Migrant Student Record
Transfer System
4 State Capitol Mall
Little Rock, AR 72201-1071
(501) 375-4960
(800) 643-8258
FAX (800) 527-1881

In addition to providing student identification, enrollment and attendance data, the MSRTS also supplies the following specific secondary information (See Appendix D for a sample MSRTS record):

- Minimum graduation requirements of the student's designated high school
- Class schedule for most recent reporting school
- Recommended courses
- Credit accrual history

The MSRTS offers a specialized service in storing, retrieving and transferring academic and credit accrual information for migrant secondary students. When it is fully utilized, the need to aggregate credits by gathering, reviewing and analyzing multiple transcripts is eliminated since all the information is available on one document. The effectiveness of the MSRTS is directly related and dependent upon the accuracy, completeness and timeliness with which pertinent secondary information and credits are recorded, reported and transmitted by all participating schools.

TIP: It is strongly recommended that all pertinent information be entered in the MSRTS so that the student's record is complete. This procedure complements and strengthens the informal and formal exchanges that have also taken place.

2) Multiple Uses of Information Transferred

The existence of multiple ways to transfer information facilitates educational continuity for migrant students involved in a repetitive cycle of withdrawing from one school and enrolling in another. Steady progress toward graduation is more easily achieved when the information exchange system is actively used for the following purposes: **instructional placement, reporting progress, and following up on credit exchange.**

Instructional Placement

Utilizing information from a variety of sources, school personnel can review the progress and academic needs of migrant students and make informed decisions regarding their instructional placement. The Needs Assessment section of this document details the process of determining an individual student's needs and his/her instructional placement.

In order to keep students on track for graduation, emphasis should be placed on enabling students to complete courses required in homebase schools, acquiring the knowledge and skills needed to demonstrate required competencies, and reducing instructional gaps in their education. Course needs are generally related to:

TIP: Helping students complete partial credit is generally a priority.

- making up a credit deficiency;
- completing partial credits;
- meeting graduation requirements;
- reinforcing skills and concepts.

Parents and students themselves play a particularly important role in the placement process since they can initiate the gathering of withdrawal information from one school and can assist in its transfer to the next school.

a) Withdrawing from School

Since schools need to be informed of parental intent to withdraw a student, direct communication via letters and parent meetings can be used to request information from parents regarding expected date of withdrawal, migration destination and plans to attend another school. A "Sample Letter to Parents" from a school counselor is shown in Exhibit 1.

Student Credit Exchange and Accrual - Exhibit 1

Sample Letter to Parents

Dear Parents:

At this time of year families start migrating to their different job locations. It is very important that you notify the school in enough time so that teachers can make the necessary arrangements for your son/daughter to receive proper credit.

We understand that it is not always possible to determine when you are going to leave, but we encourage you to keep your son/daughter in school as long as possible. Helping migrant students to enroll and withdraw from school is our main concern. Please call me if you have any questions or need further information. My telephone number is ______________ .

Sincerely,

____
Counselor

Estimados Padres:

En esta parte del año, familias migrantes comienzan a mudarse a sus lugares de trabajo. Es muy importante que avise a la escuela con suficiente tiempo para que los maestros puedan hacer lo que sea necesario para que su hijo/hija reciba los créditos apropiados.

Nos damos cuenta que no siempre es posible determinar cuándo van a salir, pero les aconsejamos que mantengan a sus hijos en la escuela el más tiempo posible. Nuestra mayor preocupación es ayudar a los estudiantes migrantes a matricularse o al dejar la escuela. Llámeme, por favor, si tiene alguna duda o si necesita más información. Mi número de teléfono es el ______________ .

Atentamente,

____
Consejero(a)

Please fill out this questionnaire and return it to my office with your son/daughter.
Por favor, llene este formulario y mándelo con su hijo/hija a mi oficina.

1. Name (son/daughter): ____________________ Grade: ______
(Nombre de su hijo/hija) (Grado escolar)
2. Date of withdrawal from school: ______________
(Fecha de dejar la escuela)
3. City/state where you plan to migrate: ____________________
(Ciudad/estado al que piensan migrar)
4. Will your son/daughter attend school? Yes ____ No ____
(¿Asistirá su hijo/hija a la escuela?) (Sí) (No)

When parents provide withdrawal information to the school, they can be informed of the options available to their children for course completion and the types of instructional services which would benefit their children at the next school.

Upon receipt of parents' notification that their son/daughter will be withdrawing early, it is important that a notice of withdrawal be sent to the student's teachers. This notice will allow teachers to inform the counselor of the status of the student's course completion and to begin planning for make-up work that will be required to finish the course. School districts are encouraged to have policies that address educational options for early withdrawing students. Exhibit 2 shows a sample notice of student early withdrawal.

Student Profile

Manuela Camacho, 20, has traveled with her family to do migrant farmwork as long as she can remember. Her parents, four brothers and sisters and she have harvested sugar beets in Minnesota, pickles in Wisconsin, apples in Michigan and Washington, and grapes and oranges in California. Because of the nature of her family's work, Manuela always left school in Texas one or two months before the end of the year and didn't return until mid-October or November. The UT (University of Texas Migrant Program) correspondence course enabled Manuela to earn credits while she moved with the harvest. Beginning in her freshman year, she took one UT course a year. Manuela mentioned that the courses required her to pay attention to her reading. If she encountered problems and needed additional help, she could call a counselor in her home school or a UT contact person. Manuela received credits for course work in U.S. Government, Individual and Family Life, and Economics.

Manuela graduated from Cigarroa High School in Laredo, Texas, in 1991. She encourages other migrant youth to stay in school. Manuela has more education goals herself; she plans to study computer science at Laredo Junior College.

A profile of the Migrant Student Program - University of Texas at Austin is included in the Program Strategies section of Options and Resources.

Student Credit Exchange and Accrual - Exhibit 2

Sample Notice of Student Early Withdrawal

Student Name: ____________________ ID #: ________________ Grade: __

Teachers:

__________________ will be migrating to ___________________. He/she plans to withdraw on ___________, 19 ___. Please indicate by a check mark ( ) if he/she will be able to meet the necessary requirements for course completion or whether he/she will be receiving partial credit only.

Period	Subject	Teacher Signature	Will be able to complete semester	Partial Credit only
0				
1				
2				
3				
4				
5				
6				
7				

______________________________ ________________

Counselor's Signature Date

Most schools prepare an official form to be completed upon the student's actual withdrawal. The information contained in this form is generally more comprehensive and may include sign-offs by various school personnel such as the nurse, librarian, counselor and principal. Final grades or grades in progress (partial credit) are recorded on this form. It is important to enter grades by the grading period if the student is withdrawing prior to the completion of the semester. Exhibit 3 offers a "Sample Student Withdrawal Form."

Student Credit Exchange and Accrual - Exhibit 3

Sample Student Withdrawal Form

School Name____________________
School Address______________________________

Contact Person____________________
Contact Phone #____________________
Date Completed____________________

ID# / MSRTS# Last Name First Name M.I. D.O.B. Mig. Status Grade SS#

Entry Date Withdrawal Date Total Days Enrolled Days Present Days Absent Reason for Withdrawal

STUDENTS MUST CLEAR WITH EACH OFFICE IN THE ORDER THEY ARE LISTED BELOW

1. Attendance Office__________
2. Textbooks__________
3. Librarian__________
4. I.D./Lunch__________
5. Nurse__________
6. Counselor__________
7. Principal__________
8. Registrar__________

•Grades recorded should be grade average for the current six weeks up to the time of the student's withdrawal•

First Semester							Second Semester							Teacher's Signature
Subject	Teacher	Rm.#	1	2	3	S	Subject	Teacher	Rm#	4	5	6	S	
1							1.							
2							2.							
3							3.							
4							4.							
5							5.							
6							6.							
7							7.							
8							8.							

1 Student - White Copy 2 Registrar - Pink Copy 3 Asst. Principal - Yellow Copy

In addition to a withdrawal form, some schools prepare a more comprehensive withdrawal packet for students. For example, the Texas Migrant Education Program has developed the Texas Migrant Student Transfer Packet, more commonly known as the "Red Bag." This portfolio is designed to build and strengthen direct communication among homebase school personnel, parents and receiving school personnel. Given to parents following attendance at training sessions focused on its use, the Red Bag contains a manual entitled Migrant Parent's Resource Guide to Understanding the Educational System as well as copies of forms (COE, Withdrawal Form, Academic Achievement Record, TAAS Profile and MSRTS Record) that are to be taken to the next school. Each time that a student withdraws from a school the Red Bag can be used to bring essential information to the next school, thus ensuring a smoother transition.

b) Enrolling in School

A variety of documents which facilitate the enrollment process may be hand-carried by parents. Such documents can be assembled and protected in one place like the Red Bag. For each secondary student who is enrolling in school, the following documents are recommended:

- Withdrawal form or packet
- Birth certificate
- Last report card
- Permanent record card or transcript
- Immunization records
- Proficiency and/or achievement test profile
- MSRTS Record, if available
- Certificate of eligibility (COE), if available
- Name, address and phone number of previous and/or homebase school (including names of contact persons).

TIP: Parents are encouraged to keep these types of records for all their children in a folder, plastic container, secure box or the Red Bag and make it an essential item to be packed for each move.

⬅

It is extremely helpful for receiving school personnel to obtain course recommendations (at least two choices for summer receiving states) and information on other pressing instructional needs of students (e.g., proficiency test reinforcement and preparation). Homebase schools benefit from complete and accurate documentation of a student's participation and achievement while attending other schools so that this information can be added to the student's official record.

TIP: When making phone calls to a student's previous or next school, have complete and accurate student and school identifying information readily available.

Course placement is also facilitated by using the MSRTS Educational Record. Receiving site personnel may wish to contact a student's homebase school to verify the MSRTS information if a student expresses any concern or disagreement with the information included or indicates uncertainty in having passed a course.

An example of needed verification with homebase schools involves the recommended course information which is entered in the MSRTS prior to the end of the school term. If a student were to fail a sequenced course, he/she would not be ready for the next course as recommended. The failure would not appear on the MSRTS record until after many receiving states may have already begun summer programs. Therefore, person to person verification would be necessary to avoid such educational gaps.

Some receiving state Migrant Education programs have developed forms to assist in enrollment of secondary students. These forms are helpful because they guide staff through the enrollment process and provide an efficient means of documenting information gathered and decisions made regarding instructional placement. Exhibit 4 is a sample enrollment form.

This sample form contains student and homebase school data, as well as course recommendations made by the homebase school, course(s) selected, and agreement reached regarding the school to grant credit. In addition, the form provides for the recording of all instructional services that may be offered to students from assisted studies (PASS, University of Texas Migrant Program and Florida Semi-Independent Study Program) to proficiency test preparation and need for testing (TAAS) and pre-GED/GED preparation.

TIP: An enrollment form such as this is particularly helpful for summer school use.

Reporting Progress

In addition to the informal transfer of information using a variety of forms and other means of communication, all course work completed by a student should be

Student Credit Exchange and Accrual - Exhibit 4

Sample Secondary Student Enrollment Form

A. STUDENT DATA

NAME LAST FIRST M.I.	STUDENT MSRTS NUMBER	GRADE	MIGRANT STATUS
PRESENT (LOCAL) ADDRESS NO. & STREET	DATE OF BIRTH	AGE	PLACE OF BIRTH CITY, STATE
CITY STATE ZIP	PHONE NO. HOME ( ) MESSAGE ( )	PRIOR PASS/UTCC ENROLLMENT YES ☐ NO ☐	
PERMANENT (HOME BASE) MAILING ADDRESS CITY STATE ZIP			
PARENTS/GUARDIANS FATHER-LAST FIRST M.I.	MOTHER-LAST FIRST M.I.		

B. HOME BASE SCHOOL DATA

SCHOOL NAME	COUNSELOR NAME	
CITY STATE	PHONE( )	FAX( )
CONTACT PERSON'S NAME	DATE CONTACTED	

HOME BASE PRIORITY OF COURSE RECOMMENDATIONS
1. 2.

C. SCHOOL TO GRANT CREDIT

☐ HOME BASE SCHOOL ☐ CURRENT LOCAL SCHOOL ☐ OTHER ____________ (Specify)

D. COURSE SELECTION

STUDENT'S FIRST CHOICE	SECOND CHOICE	COURSE ORDERED

CREDIT TO BE AWARDED (Check one)
☐ FULL ☐ NON-CREDIT
☐ PARTIAL

COURSE TYPE: (Check one)
☐ PASS ☐ TAAS Prep. ☐ GED Prep.
☐ UTCC ☐ Pre-GED ___Local
___GRASP

E. TAAS/TEAMS TEST INFORMATION

PASSED: ___YES ___NO
Test: ______ Score: ______

NEEDS TO TAKE:
___Reading ___Math ___Writing

F. COMMENTS OR ADDITIONAL INFORMATION

G. LOCAL PROJECT DATA

PROJECT NAME	PHONE
CONTACT PERSON	DATE

properly recorded on a transcript or exchange form to document the full or partial credit earned. (See Exhibit 7). Both transcripts and exchange forms are mailed directly to the next receiving and/or homebase school.

A number of Migrant Education programs have developed student credit transfer or exchange reporting forms for their students. Generally, these forms provide student, homebase and receiving school identification information, as well as specific information on grades and credits earned for particular courses taken. Both the credit exchange form and the secondary credit reporting form are used to update full and partial credits on the Credit Accrual section of the MSRTS Education Record (See Appendix D for a sample record).

TIP: This section does not deal with the mechanics of using and reporting to the MSRTS. There are several handbooks or user guides that are available; e.g., The National MSRTS User Manual.

The purpose of reporting secondary credit to MSRTS is to document courses taken and credits awarded for work completed during the enrollment period in each school. Exhibit 5 provides examples of the reporting of full and partial credits for entry into MSRTS, while Exhibit 6 offers an example of the entry of consolidated credits.

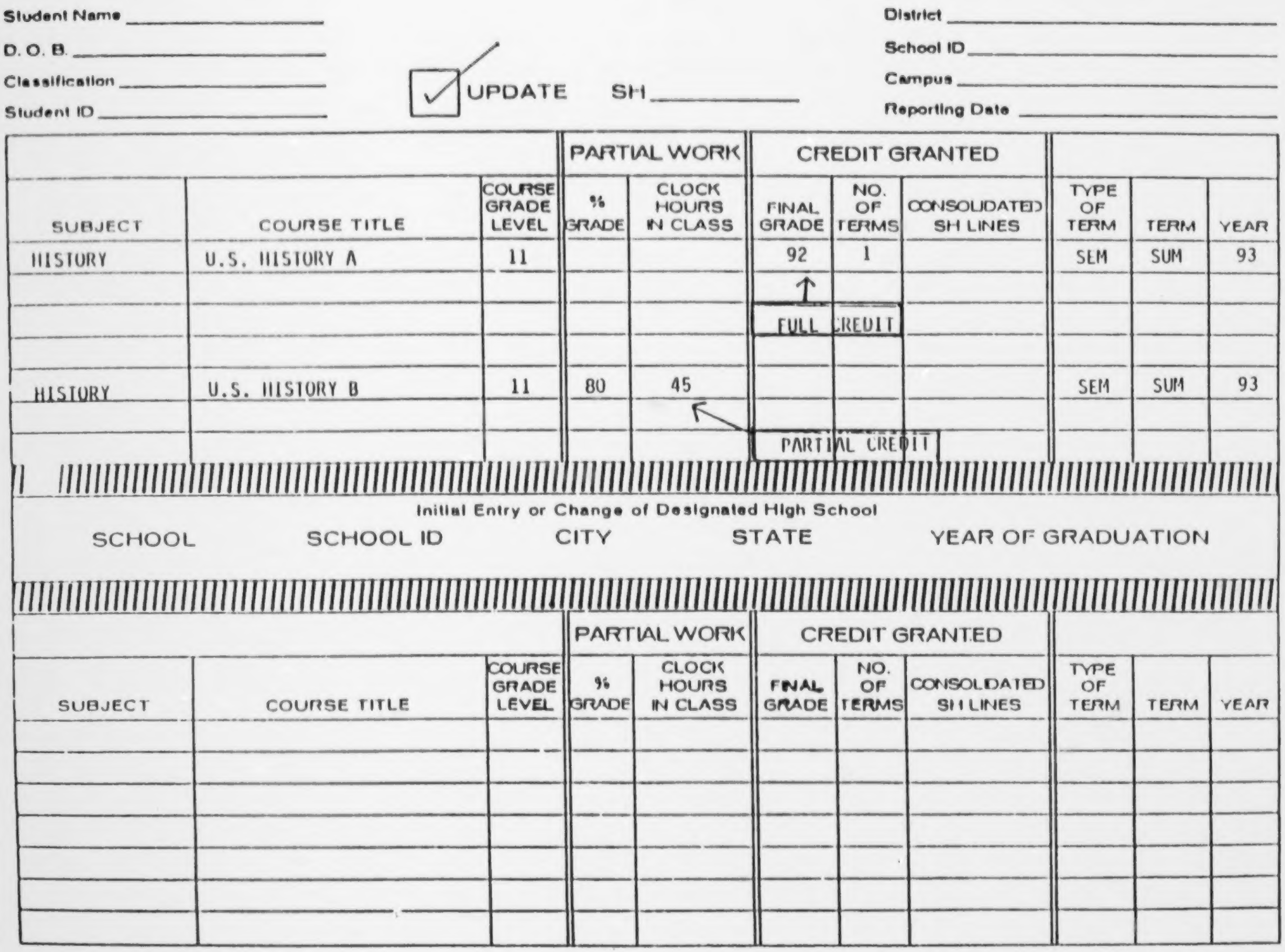
If reporting to MSRTS is done immediately upon a student's course completion or withdrawal, the next school will have access to the most recent credit accrual activity. The MSRTS Credit Accrual Section should reflect a composite of information contained in all of a student's transcripts. When gaps, inconsistencies or errors are found, every effort should be made to correct or complete the information. The more accurate and complete a migrant student's credit accrual history, the more likely that schools will be able to meet the student's particular instructional needs and keep the student on track for graduation.

Following Up on Information Exchange

Due to the involvement of so many school districts and states in the education of interstate migrant secondary students, it is advisable to build in follow-up procedures to assure recording and acceptance of credits transferred. Often, a phone call to the homebase counselor or a simple return verification notice is all that is needed.

Student Credit Exchange and Accrual - Exhibit 5

Sample Secondary Credit Reporting Form - Full and Partial Credit



Student Name ____________________

D. O. B. ____________________

Classification ____________________

Student ID ____________________

☑ UPDATE SH ____________

District ____________________

School ID ____________________

Campus ____________________

Reporting Date ____________________

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
HISTORY	U.S. HISTORY A	11			92	1		SEM	SUM	93
					↑					
					FULL CREDIT					
HISTORY	U.S. HISTORY B	11	80	45				SEM	SUM	93
					PARTIAL CREDIT					

Initial Entry or Change of Designated High School

SCHOOL	SCHOOL ID	CITY	STATE	YEAR OF GRADUATION

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

Student Credit Exchange and Accrual - Exhibit 6

Sample Secondary Credit Reporting Form - Consolidated Credit

SECONDARY CREDIT ACCRUAL

GRADE 11

			PARTIAL WORK		CREDIT GRANTED						
SUBJECT	COURSE	SH	%	CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
BUSINESS ED	RECORDKEEPING	AD			78	1	SEM	FALL	89	LA JOYA HIGH SCH	512-585-9784
	RECORDKEEPING	AD	71%	58			SEM	SPR	90	LA JOYA HIGH SCH	512-585-9784
ENGLISH	CORR LANG ART 3	AD			46	0	SEM	FALL	89	LA JOYA HIGH SCH	512-585-9784
	CORR LANG ART 3	AD	62%	58			SEM	SPR	90	LA JOYA HIGH SCH	512-585-9784
PHYSICAL ED	PHYSICAL ED	AD			79	1	SEM	FALL	89	LA JOYA HIGH SCH	512-585-9784
	PHYSICAL ED	AD			78	1	SEM	SPR	90	LA JOYA HIGH SCH	512-585-9784
SCIENCE	BIOLOGY I	AD			52	0	SEM	FALL	89	LA JOYA HIGH SCH	512-585-9784
	BIOLOGY I	AD	74%	58			SEM	SPR	90	LA JOYA HIGH SCH	512-585-9784
SOCIAL STUDIES	AMERICAN HIST	AD			56	0	SEM	FALL	89	LA JOYA HIGH SCH	512-585-9784
	AMERICAN HIST	AD	69%	58			SEM	SPR	90	LA JOYA HIGH SCH	512-585-9784
TRADE TECHNICAL	PRINTING	AD			92	1	SEM	FALL	89	LA JOYA HIGH SCH	512-585-9784
	PRINTING	AD			92	1	SEM	SPR	90	LA JOYA HIGH SCH	512-585-9784

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

				PARTIAL WORK		CREDIT GRANTED				
SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	% GR.	CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE OF TERM	TERM	YR
BUSINESS ED	RECORDKEEPING	AE	11	94%	26			SEM	SPR	90
ENGLISH	CORR. LANG ARTS	AE	11	77%	26			SEM	SPR	90
SCIENCE	BIOLOGY I	AE	11	80%	26			SEM	SPR	90
SOCIAL STUDIES	AMERICAN HIST	AE	11	90%	26			SEM	SPR	90

MOST RECENT REPORTING SCHOOL:
PASCO NIGHT SCHOOL
1004 N 16TH
PASCO
WA 99301-0000
PH: 509-545-4265

CONTACT: NON REPORTED

Credit consolidation is the combining of partial coursework done in two or more schools so that full credit may be awarded to the student. In this example partial credits earned during enrollments at two schools (SH line identifiers AD and AE) are consolidated to grant full semester credit for the coursework completed.

SECONDARY CREDIT REPORTING FORM

Student Name ____________________

D. O. B. ____________________

Classification ____________________

Student ID ____________________

☐ UPDATE SH ____________

District ____________________

School ID ____________________

Campus ____________________

Reporting Date ____________________

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HOURS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR
Business Ed	Recordkeeping	11			79%	1	AD,AE	Sem	Spg	90
English	Corr. Lang. Arts	11			72%	1	AD,AE	Sem	Spg	90
Science	Biology I	11			76%	1	AD,AE	Sem	Spg	90
Social Studies	American History	11			76%	1	AD,AE	Sem	Spg	90

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A phone call to a counselor or other school official is particularly helpful when:

- a) there is any possibility that credit will be questioned;
- b) attention should be directed toward consolidation of partial credits;
- c) assistance will be needed by a student to complete a course;
- d) there is a need to determine which school will issue credit for a course begun in one school and finished in another.

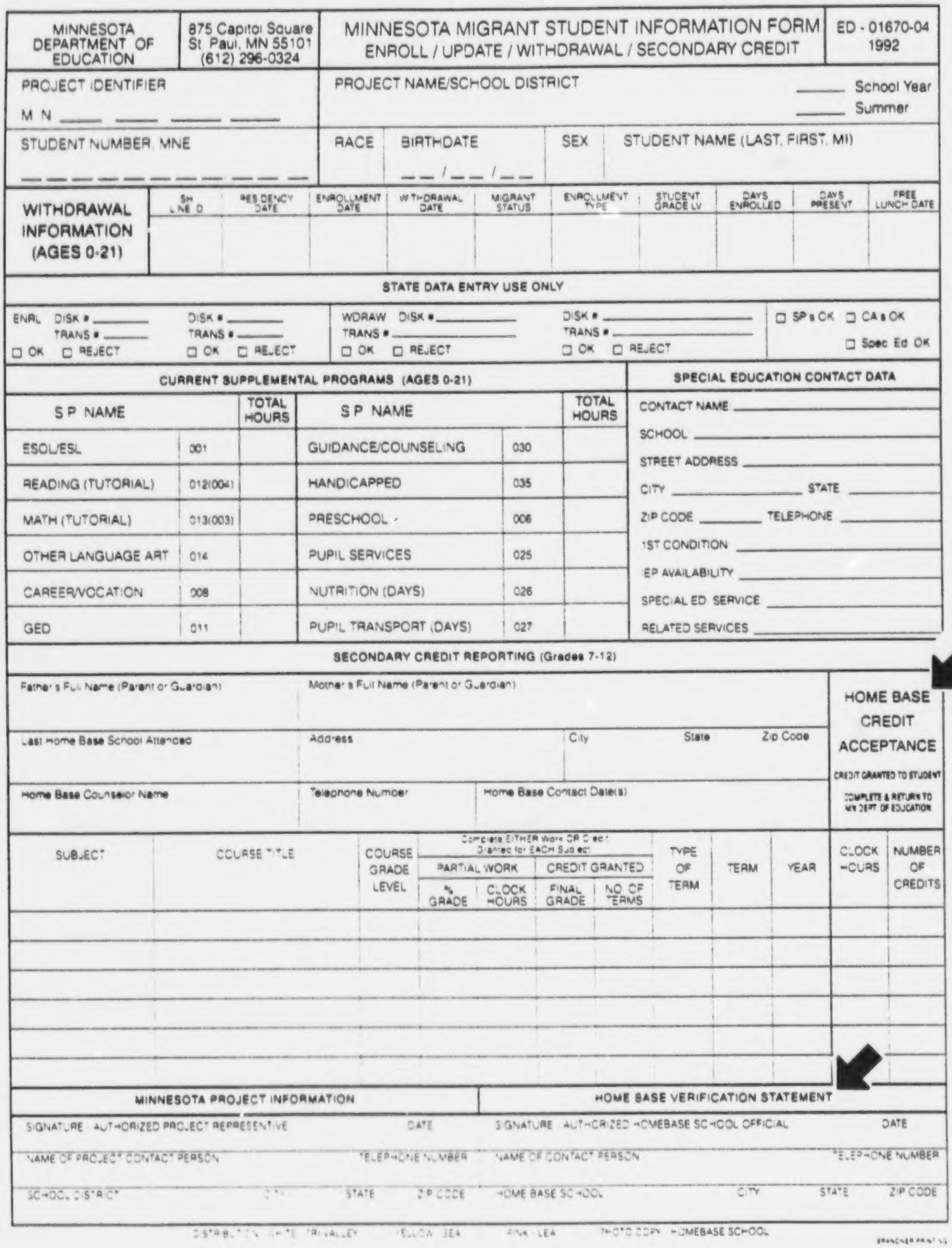
Informal agreements on these matters along with the sharing of additional information can save much time and frustration while providing greater assurance of credit acceptance. Since the focus of these informal agreements is often an individual student or a few students, prompt action on issues of credit exchange is more likely to take place.

Some receiving states have used a postcard return (e.g., Wisconsin) or a verification section on their credit transfer or exchange form (e.g., Minnesota) to solicit confirmation of credit acceptance for individual students. Exhibit 7 offers an example of the inclusion of homebase verification of credit acceptance on a credit transfer form.

Additional opportunities for following up on credit exchange may be offered by large homebase states. For example, they may sponsor meetings between receiving state representatives and homebase counselors to facilitate information exchange and sharing. The Texas Migrant Interstate Program (TMIP) annually sponsors a follow-up workshop in the fall for the purpose of assuring credit exchange and accrual for migrant students who migrate outside of Texas. Assistance with any aspect of the credit exchange and accrual process relative to Texas or Florida homebased students can be requested through TMIP or the Florida Migrant Interstate Program (FMIP).

Student Credit Exchange and Accrual - Exhibit 7

Sample Migrant Student Secondary Credit Transfer Report



MINNESOTA DEPARTMENT OF EDUCATION	875 Capitol Square St. Paul, MN 55101 (612) 296-0324	MINNESOTA MIGRANT STUDENT INFORMATION FORM ENROLL / UPDATE / WITHDRAWAL / SECONDARY CREDIT	ED - 01670-04 1992

PROJECT IDENTIFIER
M N ____ ____ ____ ____

PROJECT NAME/SCHOOL DISTRICT
______ School Year
______ Summer

STUDENT NUMBER, MNE
__ __ __ __ __ __ __ __ __ __ __

RACE

BIRTHDATE __ __ / __ __ / __ __

SEX

STUDENT NAME (LAST, FIRST, MI)

WITHDRAWAL INFORMATION (AGES 0-21)	SH LINE D	RESIDENCY DATE	ENROLLMENT DATE	WITHDRAWAL DATE	MIGRANT STATUS	ENROLLMENT TYPE	STUDENT GRADE LV	DAYS ENROLLED	DAYS PRESENT	FREE LUNCH DATE

STATE DATA ENTRY USE ONLY

ENRL DISK # ______
TRANS # ______
☐ OK ☐ REJECT

DISK # ______
TRANS # ______
☐ OK ☐ REJECT

WDRAW DISK # ______
TRANS # ______
☐ OK ☐ REJECT

DISK # ______
TRANS # ______
☐ OK ☐ REJECT

☐ SP's OK ☐ CA's OK
☐ Spec Ed OK

CURRENT SUPPLEMENTAL PROGRAMS (AGES 0-21)

S P NAME		TOTAL HOURS	S P NAME		TOTAL HOURS
ESOL/ESL	001		GUIDANCE/COUNSELING	030	
READING (TUTORIAL)	012(004)		HANDICAPPED	035	
MATH (TUTORIAL)	013(003)		PRESCHOOL	006	
OTHER LANGUAGE ART	014		PUPIL SERVICES	025	
CAREER/VOCATION	008		NUTRITION (DAYS)	026	
GED	011		PUPIL TRANSPORT (DAYS)	027	

SPECIAL EDUCATION CONTACT DATA

CONTACT NAME ______
SCHOOL ______
STREET ADDRESS ______
CITY ______ STATE ______
ZIP CODE ______ TELEPHONE ______
1ST CONDITION ______
IEP AVAILABILITY ______
SPECIAL ED SERVICE ______
RELATED SERVICES ______

SECONDARY CREDIT REPORTING (Grades 7-12)

Father's Full Name (Parent or Guardian)

Mother's Full Name (Parent or Guardian)

Last Home Base School Attended

Address

City

State

Zip Code

Home Base Counselor Name

Telephone Number

Home Base Contact Date(s)

HOME BASE CREDIT ACCEPTANCE

CREDIT GRANTED TO STUDENT

COMPLETE & RETURN TO MN DEPT OF EDUCATION

SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	Complete EITHER Work OR Credit Granted for EACH Subject				TYPE OF TERM	TERM	YEAR	CLOCK HOURS	NUMBER OF CREDITS
			PARTIAL WORK		CREDIT GRANTED						
			% GRADE	CLOCK HOURS	FINAL GRADE	NO. OF TERMS					

MINNESOTA PROJECT INFORMATION				HOME BASE VERIFICATION STATEMENT			
SIGNATURE - AUTHORIZED PROJECT REPRESENTATIVE		DATE		SIGNATURE - AUTHORIZED HOMEBASE SCHOOL OFFICIAL			DATE
NAME OF PROJECT CONTACT PERSON		TELEPHONE NUMBER		NAME OF CONTACT PERSON			TELEPHONE NUMBER
SCHOOL DISTRICT	CITY	STATE	ZIP CODE	HOME BASE SCHOOL	CITY	STATE	ZIP CODE

DISTRIBUTION: WHITE - TRI-VALLEY YELLOW - SEA PINK - LEA PHOTO COPY - HOMEBASE SCHOOL

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Staffing

A coordinated effort among many staff members can significantly contribute to the success of a process of credit exchange and accrual for migrant secondary students. Among the key local school district and Migrant Education program personnel are:

Advocates/case managers
Teachers (classroom, tutorial, assisted studies)
Counselors
School principals
School registrars
Migrant program site coordinators
Records clerks
MSRTS data entry specialists
Migrant recruiters and home-school liaisons

The responsibilities of these people in facilitating the transfer and utilization of information and implementing secondary services can vary greatly from program to program, school to school, and state to state depending upon the size and scope of the operating program. Job descriptions for a number of these positions can be found in the Staffing section of the appendices. Of great importance is how these individuals coordinate with one another, transfer information between school districts, and include parents as well as students themselves as integral parts of the entire process.

Staff Development

Appropriate staff development of the individuals and personnel involved in the credit exchange and accrual process is almost as varied as the personnel involved in it. Training may be comprised of a single workshop or multiple sessions or it may involve ongoing technical assistance.

In-service training on issues related to the education of migrant secondary-aged youth may increase awareness among professional educators of the needs and characteristics of migrant students, as well as improve their knowledge base of available services and resources. Periodic training in the completion, interpretation and utilization of records is especially helpful for school personnel who are directly involved in the credit transfer process.

Since migrant parents and secondary students play an essential role in transferring information and securing needed services, training to support their active participation in the credit exchange and accrual process is a must. Training includes information dissemination relevant to:

- the records documenting a student's educational progress and credit accrual,
- available instructional and supportive services, and
- district policies affecting the education of secondary students.

Sessions may focus on:

- how to present information at the next school,
- what questions to ask at the time of enrollment,
- how to access needed services, and
- what steps to take in addressing a concern.

Training is designed to enable parents to become advocates for their children and to help secondary youth learn how to be advocates for themselves.

RESOURCES

The following resources may be helpful in establishing and/or improving the credit exchange and accrual process:

Just Like Yours - Parents and M.S.R.T.S. (video tape). Little Rock, AR: Arkansas Department of Education, 1993.

Migrant Counselor's Handbook: Grades 9-12. Pharr, TX: Texas Migrant Interstate Program, August 1991.

Migrant Parent's Resource Guide to Understanding the Educational System: Secondary Level (7 - 12). Pharr, TX: Texas Migrant Interstate Program, 1992.

National MSRTS User Manual: Educational Record. Little Rock, AR: Arkansas Department of Education, March 1992.

Secondary Credit Accrual and Exchange Training Module: District Staff Component Guide. Pharr, TX: Texas Migrant Interstate Program, August 1991.

Secondary Credit Accrual and Exchange Training Module: Parent Component Guide. Pharr, TX: Texas Migrant Interstate Program, August 1991.

Secondary Credit Accrual Manual: Updating MSRTS Records. Pharr, TX: Texas Migrant Interstate Program, August 1992.

Villarreal, Gay Callaway. Interstate Secondary Credit Accrual and Acceptance Manual. Geneseo, NY: BOCES Geneseo Migrant Center, August 1989.

TECHNICAL ASSISTANCE

The following agencies may be able to provide technical assistance on the credit exchange and accrual process. Addresses and telephone numbers are included in Appendix B of this document.

State and regional education and local operating agencies - services vary according to expertise
Program Coordination Centers (PCCs)
Florida Migrant Interstate Program
Texas Migrant Interstate Program
Migrant Student Record Transfer System (MSRTS)

◆◆◆◆◆

Sources

Migrant Counselor's Handbook: Grades 9-12. Pharr, TX: Texas Migrant Interstate Program, August 1991.

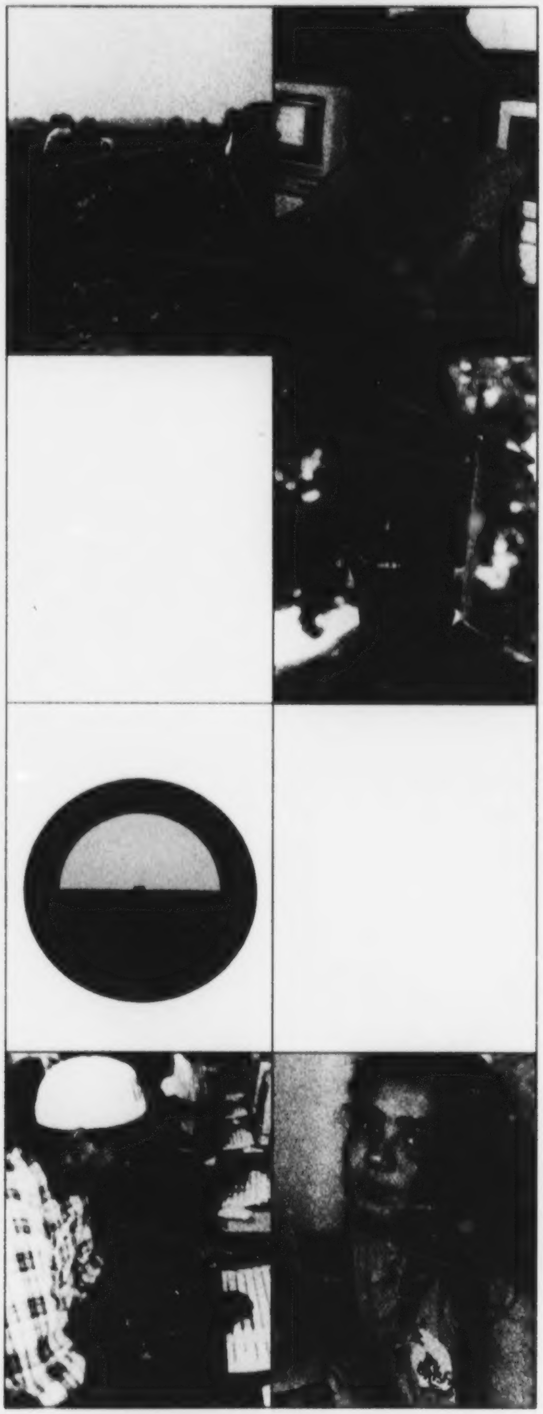
Migrant Parent's Resource Guide to Understanding the Educational System: Secondary Level (7 - 12). Pharr, TX: Texas Migrant Interstate Program, 1992.

National MSRTS User Manual: Educational Record. Little Rock, AR: Arkansas Department of Education, March 1992.

Rethinking Migrant Education: A Response to the National Education Goals. National Association of State Directors of Migrant Education, March 1992.

Secondary Credit Accrual and Exchange Training Module: Parent Component Guide. Pharr, TX: Texas Migrant Interstate Program, August 1991.

Secondary Credit Accrual Manual: Updating MSRTS Records. Pharr, TX: Texas Migrant Interstate Program, August 1992.



Options and Resources

for Achieving Credit Accrual for Secondary-aged Migrant Youth

PARENTAL INVOLVEMENT

National Program
for Secondary Credit Exchange
and Accrual (NPSCEA)

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Options
and
Resources
for Achieving Credit Accrual
for Secondary-aged
Migrant Youth

Cover photos by:
Pat Meyertholen (top row)
Houston HEP (second row)
Pat Meyertholen (left) & Pat Edwards
(right - bottom row)

Options and Resources

for Achieving Credit Accrual for Secondary-aged Migrant Youth

PARENTAL INVOLVEMENT

developed by

National Program for Secondary
Credit Exchange and Accrual

authorized by

U.S. Department of Education
Office of Migrant Education

through
Texas Education Agency

and
Region One Education Service Center

1994

National Program for Secondary Credit Exchange and Accrual

Staff Offices

National Office
Region One ESC
1900 West Schunior
Edinburg, TX 78539
1-800-456-7232

Eastern Satellite
BOCES Geneseo Migrant Center
Holcomb Building, 210-211
Geneseo, NY 14454
(716) 245-5681

Central Satellite
Illinois Migrant Council
28 East Jackson Blvd. #1600
Chicago, IL 60604
(312) 663-1522

Western Satellite
Migrant Child Institute
312 Division
Grandview, WA 98930
1-800-234-4615

For further information, call toll-free
1-800-456-7232

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PARENTAL INVOLVEMENT

"Parents are the principal supporters of their children and, therefore, they must be actively involved in their children's education." Parent, Texas Migrant State Conference, November 1993.

RATIONALE

Researchers have repeatedly shown the importance of the family's involvement in education to insuring the student's success. Parents' involvement in education has been found to compensate partially for the lack of other family resources and help more youth succeed as students. Parental involvement at all levels is of great importance; at the secondary level, however, it is of particular concern because involvement has traditionally dropped dramatically at that level both within Migrant Education programs and in the wider school community.

Parental involvement is more than an event; instead it is a process of making families and program partners working together for students' educational success. Parental involvement is a well defined, organized, structured and goal oriented process which involves parents actively on an ongoing basis in the education of their children. Parental involvement activities are multifaceted and must be continuously reviewed and adjusted to meet the needs of the migrant families.

"Achieving involvement of the parents requires conscientious and persistent effort by the schools. At a guess I would say 85% of migrant parents feel that their children are not really wanted by the schools anywhere in the nation. And, unfortunately, they are about 50 percent correct at the upper levels of all too many school districts... Attitudes must be changed on both sides. But the first change has to come at the schools. Parents must be made to feel welcome. Schools must aggressively demonstrate that they want migrant children in their classrooms." **(Wendell Rollason quoted, Invisible Children, p. 134)**

IMPLEMENTATION

Parental involvement must be viewed as a comprehensive approach to joining the home and the school for the success of all migrant children. Such an approach recognizes the multiple roles of parents and provides support or training in the following areas:

- developing parenting skills
- providing information on how to foster children's learning
- using community resources
- promoting two-way communication between home and school
- involving parents in schools as volunteers in both instructional and support activities
- involving parents in school governance and in advocacy roles

Steps to developing or enhancing a parental involvement program

1. Assuming a family/program partnership understanding. In working with linguistically and culturally diverse migrant families, it is crucial that migrant staff have high expectations and a willingness to involve parents actively in all aspects of the program. A positive attitude and this willingness to work with parents are key to building or enhancing a parent involvement component. For a student's success, promoting parental involvement must be considered of prime importance from the beginning of the program's contact with the family. The recruiter, often the first staff member to work with a family, needs to be prepared to discuss secondary program issues, encourage participation of parents, listen to their concerns and respond to their questions. Later recruiters can share any concerns raised by the family with other staff. Other staff meeting family members can follow up on these concerns, assuming a full partnership of family and program in the education of a youth and providing opportunities for the parents to receive training in parenting and educational skills.

Parents can be consulted about their thoughts on parental involvement practices at the secondary level. What would they suggest? What ideas do they have for involving more parents? If a Parental Advisory Council (PAC) does not exist, can one be formed?

2. Staff development. For an effective family/program partnership it is imperative that all staff receive in-service training. Ideas are included later in this section under "Staff Development."

How do we get parents involved? *"First of all let the parent know he is important. After a parent realizes he has a role to play he will become involved."* Parent, New York State Migrant Education Conference, October 1988.

3. Planning goals and activities. Staff working with parents should develop goals and plans for secondary parental involvement. Plans should be made, of course, for the immediate year or season, but planners should also recognize that parental involvement requires long-range thinking. The group should think about a three- to five-year plan. The plan should be sufficiently comprehensive and flexible to allow many different ways of reaching migrant families and should include activities to encourage family interest and participation in the program.

Possible obstacles to parental involvement should be considered, including:

a) lack of support services, such as transportation, child care and translation, and
b) work schedules that preclude participation.

How can these obstacles be overcome? Can the program help with transportation, child care and translation services? Can schedules be sufficiently flexible to allow all parents to assume their part in the program/family partnership?

The following specific ideas for activities have proven successful in attracting parents of secondary students:

- Lunch at School - parents/grandparents visit the school and share lunch with youth.

TIP: Parents can often be attracted by programs such as use of makeup, car repairs, cake decorating, etc. that relate to immediate interests and comfort level. Once parents are familiar with the setting, parental involvement and educational topics can be introduced.

"We learned from our study (Pennsylvania Migrant Education study conducted in the summer of 1988 of secondary migrant students) that Parent Advisory Council activities are not enough to generate parental involvement at the secondary level." Jean di Sabatino quoted in MESA Bulletin, May, 1989, p. 2.

TIP: Parents sometimes ask how they can help their secondary students succeed. A presentation or workshop might center around ideas from staff and other parents on this topic. Some beginning ideas:

- Show interest in your child's school life. Ask about projects. Ask if there are problems with particular courses.
- Provide a quiet time and area for homework. For instance, it may be the kitchen table at other hours but from 9 until midnight it is for study.
- Attend parent-teacher conferences.
- Contact the teacher, counselor or principal if your child needs extra help. Perhaps a relative or an older student might be a tutor.
- Request a special teacher/parent/student conference if you have a particular concern.
- Visit classes.
- Respond to all communications from the school regarding student attendance, participation, grades and deficiencies.

- Homework - homework assignments are planned showing value is placed on the family's participation and background. At the elementary level parents often feel comfortable helping their child with school work; however, just the opposite is true of parents of secondary-aged students. Homework assignments involving parents will benefit both parents and students. An assignment might be planned for instance on family history or cultural background.

- Extra-Curricular Activities - migrant students are encouraged to participate in extra-curricular activities. Not only do these activities benefit them directly, but they can increase parents' involvement in their children's schooling as they attend athletic events, musical and dramatic performances, and exhibits of work.

- Parent's Talent Sharing - parents share a talent, perhaps performing musically, cooking a traditional food or demonstrating a craft.

- Parent Appreciation Day - youth bring parents to a potluck meal and offer them recognition.

- ESL/Adult Education Classes - during an evening program parents are invited to ride to school with their children to attend English as a second language or other adult classes while the secondary students attend classes.

- Mother/Daughter Evening - mothers and daughters work with facilitators on gender equity issues, such as careers and the "good daughter syndrome."

- Graduation/Awards Dinner - certificates/completion awards are presented. Youth serve the dinner and provide entertainment.

- Open House - parents and perhaps a wider community visit school and meet staff; students' work is on display.

Student Profile

Sylvia Long, Coordinator of La Familia Unida, sent the following letter from Kenia Cortez. A profile of La Familia Unida is included in the Program Strategies section of Options and Resources.

October 5, 1992

Firstly, I would like to thank Mrs. Sylvia Long and Mr. Rafael Santiago for the great help they have given us and that they still keep giving. Especially when we had the problem with immigration, it was very difficult for my sister Nancy, age 14, and me because we did not know anything about our rights nor what to do when we were involved in that problem that we never imagined we had, but when Mr. Santiago and Mrs. Long found out they did not wait a single minute to help us, they were always with us and now that we have to go to court to obtain a definite decision they accompany us and give us all their support and encourage us so that we would not feel defeated. Maybe I do not have sufficient words to say all that they have done for us and for many more youth; they are not interested in what race, color or religion we are, they only wish to help us because we are someone in this country and to protect our rights as Hispanics and as persons that we are. They give us much counseling so that we do not leave school and we do well in our classes.

When Mrs. Long and Mr. Santiago began to help us it was then when we realized that in truth there were people who cared about all the young people that came from other countries in search of a better life and a good education. My parents, Nancy and I, Kenia, are very grateful for all the help they have given us. Now we feel with more confidence and have faith that all will resolve itself and in the end we are going to be able to be here freely, above all because we know that there are persons who care.

In the name of all my family, I give thanks to Mrs. Long and Mr. Santiago.

Sincerely,
Kenia Cortez

"Parents need to know about the schools and the schools need to know about the families." Parent, Texas Migrant State Conference, November 1993

For a program to be successful, Frank (Ludovina) feels it must be family-based. He thinks it is a mistake to think of the child as an independent agent. This ... is an American cultural phenomenon, different from the Third World culture of Mexican and other Hispanic migrants where the family unit dominates any individual options. Most migrant parents have little or no formal education. They support education, but they may not understand the expectations involved in schooling. Most migrant families do not realize, Frank noted, that one hour a day of homework can be the difference between success and failure. It is not because the parents don't care, but because they don't know." (Salerno and Fink, Dropout Retrieval Report, p. 31)

- Summer School Fiesta - often receiving state elementary summer programs end with a parent night during which students give musical and dramatic performances and their work is displayed. Secondary students may also be a part of this activity. A potluck meal is a possible feature.

4. Providing communication opportunities. Informing migrant families about the program and obtaining feedback to form a family/program partnership are essential. The secondary student, unlike younger siblings, is able to be a full partner as well. Communications are on-going and two-way, avoiding the problems resulting when a family only hears about problems. The communications are in language understandable to the families.

- Staff can deliver notices to homes and labor camps as part of the ID&R effort. Program recruitment flyers can be posted in strategic areas of the community, such as churches, groceries, laundromats, WIC offices, etc. The possibility of public service announcements (PSAs) on radio and TV can also be explored. Again, information needs to be in a form understandable to the families.

- Families can meet with staff at an advertised function prior to the start of school/program for information on policies, accrual of credits for graduation, program options, and parents' rights and responsibilities. Since not all parents will be able to attend or will attend, letters sent home with all students can offer information similar to that given in the meeting.

- As new students arrive, staff discuss education records from previous or homebase school with students and parents.

- Staff can be designated to be responsible for assisting parents when they call or stop by the school/program site.

- Interim reports keep parents informed about their children's progress. Some parents may need assistance in interpreting the reports.

• Staff can visit homes and camp sites to share program information, offering encouragement and support and listening to concerns of the parents. Parents will appreciate information handouts and discussion of support services that their families may require.

• At the conclusion of the program, end of the school year or upon a student's withdrawal from the program, send a final report of student's progress to the parents. If students are returning to a homebase from the program, the final report would include the appropriate school records for the student's return to the homebase school.

TIP: The Washington State Migrant Council worked with multiple partners including Washington Human Development Corporation (JTPA 402) and the Toppenish School District to hold a multicultural parent information conference with the goals of increasing the involvement of parents in their children's education and providing information about special programs for migrant students. (JTPA Section 402/Migrant Education Coordination Resource Guide, p. 23)

5. Parent education. Parent education is essential if parents are to be included in their children's schooling. The ethnographic team from the Pennsylvania Migrant Education program identified a number of factors inhibiting a parent's participation in parental involvement activities, including shyness or embarrassment at speaking at meetings, the opinion that schools know what is best for their children and a reluctance to challenge a teacher's authority. One factor sometimes causing a migrant parent to be less involved at the secondary level is a parent's own lack of secondary education skills; the parent may think that he/she is no longer able to be of help to his/her children. Parents may also have cultural expectations of their roles that are different from those in the United States. These factors, while important, can be made less influential through parental involvement programming. If the initial hurdle of attendance can be overcome, effective education can help parents with these concerns, allowing the parents to take an active role in their children's education. Many programs provide multiple educational opportunities for parents. Staff members themselves should be encouraged to participate with the parents in the educational activities whenever feasible. Some program ideas are noted below:

- Parent/PAC meetings - hands-on activities and a variety of topics and speakers can introduce parents to many parenting and educational ideas while allowing parents opportunities to develop their communication and leadership skills.

TIP: One important function of a migrant parent is that of advocate for his/her children, supporting the educational interests of the child. Parents can be given the information and training that will make them skilled in this role. Training might include information on:

- Grade retention effects - being retained one grade increases the risk of dropping out later by 40 - 50%
- The enrollment process - what to do when moving from one area to another
- Graduation requirements of the homebase school
- Protocol to follow when parents and/or students encounter problems
- Importance of documentation in meeting legal requirements

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TIP: A workshop on a parent's role as record-keeper might include information on the importance of this function for migrant youth as well as a list of health and education documents or copies to be maintained, including:

- copy of previous COE
- birth certificate, baptismal record, and Social Security card
- contact information for homebase and/or last school attended
- graduation requirements of homebase school
- dates of enrollment, withdrawal and attendance record for last school
- immunization records
- doctor's statements concerning special or unusual health conditions or needs
- report cards
- withdrawal forms from previous school
- credit deficiency information according to homebase school requirements

Other helpful information:

- special talents
- special needs
- evidence of tutoring, remedial classes, or summer school attendance
- general course offerings available at homebase school next term

Parents might be given a bag or box for their records. A zip-lock bag is one possible container.

- Parent workshops - access to a variety of workshops held in the school or a community site can increase parents' skills and help them become familiar with the school environment or learn about a community facility. Parents can be encouraged to suggest topics of interest to them. Sample topics that have been successful include:

  - maintaining educational and health information on children,
  - communicating with school personnel to assure appropriate educational planning and programming for children,
  - helping secondary-aged youth with school work,
  - computer training,
  - first aid/CPR, nutrition and other health topics,
  - college financial planning,
  - parenting skills for working with adolescents and youth,
  - building self-esteem, and
  - money management skills.

Migrant parents attending the Texas Migrant State Conference on South Padre Island in November of 1993 suggested the following topics for parent education:

- responsibilities of parents for helping their children succeed in school
- discipline of children
- how to be loving and understanding parents
- high school graduation requirements
- rules of the school

Many materials have been prepared for parent training; one set of workshops particularly designed for migrant parents is the Parents As Trainers series of the New York State Migrant Education Program. This series includes workshops on empowerment, parental involvement in the schools, children's self-esteem, stress, and AIDS education. Parents themselves participate in training sessions and then become facilitators for these workshops.

- Retreats - an extended time away from daily concerns can give parents an opportunity for a thorough exploration of an idea or topic.

The Texas Migrant Interstate Program sponsors the Life Management Skills Retreat for migrant parents, particularly parents of at-risk youth. During each 24-hour intensive counseling retreat, trained staff work with parents to help them improve communication abilities and self image and work on goal setting and decision making skills.

"Parents need more opportunities to participate in training sessions and conferences at local, regional, state and national levels." Parent, Texas Migrant State Conference, November 1993.

- Annual conference - speakers are invited with messages of particular interest to parents. Parents again may have ideas concerning topics of interest. PAC members can also be supported in attendance at regional/state and national Migrant Education meetings giving them an opportunity to gain a wider perspective on their children's education.

"Finally, it must be stressed that the construction of a successful parent involvement program will rely more upon attitudes and mindsets than on appropriations or staff assignments. If administrators commit to goals of educating all children and involving all parents, if teachers work together to achieve those goals, if educators join with parents and develop a shared sense of mission, the enthusiasm generated will be sufficient to accomplish that mission. If such attitudes are not achieved, a parent involvement program will fail. Such attitudes can not be achieved overnight. But the effort toward enhanced parent involvement is one which will yield extremely fruitful results; that effort must be begun now." **(Perry, p. 33)**

Special Consideration - Parental Advisory Councils (PACs)

Unique to Migrant Education is the federal requirement to establish Parental Advisory Councils (PACs) at both the state and operating agency levels. PACs are organized groups of parents of migratory children whose business is conducted under the leadership of duly elected officers and whose membership must have a majority of parents of the migrant children being served. PACs are required by the federal regulations (Section 1202(a)(4) of the Chapter 1 statute) for state and local programs with programs extending throughout the school year. Summer only programs are excluded from the requirement.

The PAC offers a migrant parent the opportunity for a voice in policy. The PACs advise state and local programs on migrant parents' concerns relating to the planning, operation and evaluation of migrant programs as well as the annual needs assessment and the program planned to meet those needs. An active PAC can be of great help to the program, the students and the parents themselves by working with staff and students to plan, design, implement, support, enrich and, finally, evaluate the program.

TIP: A particularly effective approach to parental involvement is the inclusion of a parent on the staff. New York State funds a 1/2 time position of "State Parent Assistant" to facilitate communication between parents and educational programs and to oversee activities.

Migrant parents have been successfully employed in local programs in many positions, working, for instance, as recruiters, teacher aides, janitors, cooks, bus drivers, teachers, counselors and site coordinators.

Staffing

In order to build an effective parent/program partnership the entire staff of a program must share concerns for parental involvement. It is desirable, however, to have one or more staff members with particular parental involvement responsibilities. In larger programs, where finances permit, one staff member may be a half-time or full-time parental involvement coordinator. The parental involvement coordinator might work with one school or a group of schools. In some areas a parental involvement assistant, sometimes called a home/school liaison, assumes many of the responsibilities of directly communicating with families. In small summer receiving state projects the parental involvement responsibilities are often assumed by the recruiter. Sample job descriptions for a parental involvement coordinator and a parental involvement assistant are shown on the following pages.

"Principals are key to the success of a parental involvement program in a school. That is why training needs to include principals." Parent, Texas Migrant State Conference, November 1993.

Staff Development

"Parents must be made to feel welcome. Schools must aggressively demonstrate that they want migrant children in their classrooms," wrote Wendell Rollason, Executive Vice President, Redlands Christian Migrant Center, Immokalee, Florida. In-service training of all program staff who will encounter migrant students and their families is essential in order for the staff to understand the unique attributes that migrant families bring to the community. The entire staff should receive training - the custodians, clerks, instructors, recruiters, bus drivers and administrators. When a parent phones the school, when a parent visits a teacher, when a parent asks an administrator or a custodian for directions - the parent should emerge knowing that his/her efforts to help students are appreciated, that the parent is part of a family/program partnership in helping the student succeed. The staff development for parental involvement should include components on cultural awareness, the migrant lifestyle and effective communication.

Sample Job Description

Job Title: Parental Involvement Coordinator

Qualifications:

- Bachelor's or master's degree in education or social sciences
- Three years experience in education
- Ability to relate to a cross-section of people on a professional and personal basis
- Experience in making presentations, particularly to parent groups
- Knowledge of migrant farmworker population
- Bilingual (English/____________) preferred

Responsibilities:

- Serves as overall coordinator for parental involvement program
- Works with planning group on parental involvement goals
- Facilitates and coordinates Parent Advisory Council (PAC) functions
- May organize and coordinate activities of a parent resource center
- Develops and distributes various materials for parents
- Sends out news releases announcing activities
- Makes presentations to parent groups
- Trains staff in parental involvement practices
- Serves as liaison with staff and parents
- Leads planning for parental involvement activities
- Oversees work of assistant(s) and parent volunteers
- Performs other duties as assigned

Sample Job Description

Job Title: Parental Involvement Assistant

Qualifications:

- High school diploma or equivalent
- Ability to relate to a cross-section of people on a professional and personal basis
- Knowledge of migrant farmworker population
- Bilingual (English/____________) preferred

Responsibilities:

- Assists in providing programs/activities for parents
- Conducts home visits
- Keeps a log of each parent contact
- May prepare materials for parents to use with their students
- Participates in in-service training
- Performs other duties as assigned

RESOURCES

The following materials may provide information helpful in planning parental involvement:

Cranston-Gingras, A.M. and D. Anderson. "Reducing the Migrant Student Dropout Rate: The Role of School Counselors." The School Counselor, November 1990.

Migrant Parent's Resource Guide to Understanding the Educational System: Secondary Level (7-12). Pharr, TX: Texas Migrant Interstate Program, 1992.

Salerno, Anne and Mary Fink. Home/School Partnerships: Migrant Parent Involvement Report. Geneseo, NY: BOCES Geneseo Migrant Center, 1992.

Salerno, Anne and Mary Fink. Promising Practices for Home/School Partnerships. Geneseo, NY: BOCES Geneseo Migrant Center, 1992.

Secondary Credit Accrual and Exchange Training Module: Parent Component Guide. Pharr, Texas: Texas Migrant Interstate Program, August 1991.

Ward, Patricia A. Parents As Trainers Training Notebook. Albany, NY: New York State Migrant Education, 1988.

TECHNICAL ASSISTANCE

The following agencies may be able to provide technical assistance on parental involvement. Addresses and telephone numbers are included in Appendix B of this manual.

State and regional education and local operating agencies - services vary according to expertise
    Program Coordination Centers (PCCs)
    Florida Migrant Interstate Program
    Texas Migrant Interstate Program
    Chapter 1 Technical Assistance Centers
    Chapter 1 Rural Technical Assistance Centers
    Multifunctional Resource Centers
    Title IV Desegregation Assistance Centers

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Epstein, Joyce. "Paths to Partnership: What We Can Learn from Federal, State and District School Initiatives," Phi Delta Kappan, Vol. 72, No. 5, January 1991.

JTPA Section 402/Migrant Education Coordination Resource Guide. Visalia, CA: U.S. Department of Labor Employment and Training Administration and U.S. Department of Education Office of Migrant Education Interagency Workgroup, April 1993.

Migrant Education Program Policy Manual. Washington, DC: U.S. Department of Education, Office of Migrant Education, November 1991.

"Pennsylvania Study Identifies Program Needs," MESA Bulletin, Issue #6, Mary 1989.

Perry, John D. Charting a Course: What New York Should Do to Promote Parent Involvement. Paper for Senate Minority Conference, May 1991.

Prewitt Diaz, J.O.; Robert T. Trotter II; and Vidal A. Rivera, Jr. The Effects of Migration on Children: An Ethnographic Study. Harrisburg, PA: Division of Migrant Education, Pennsylvania Department of Education, 1989.

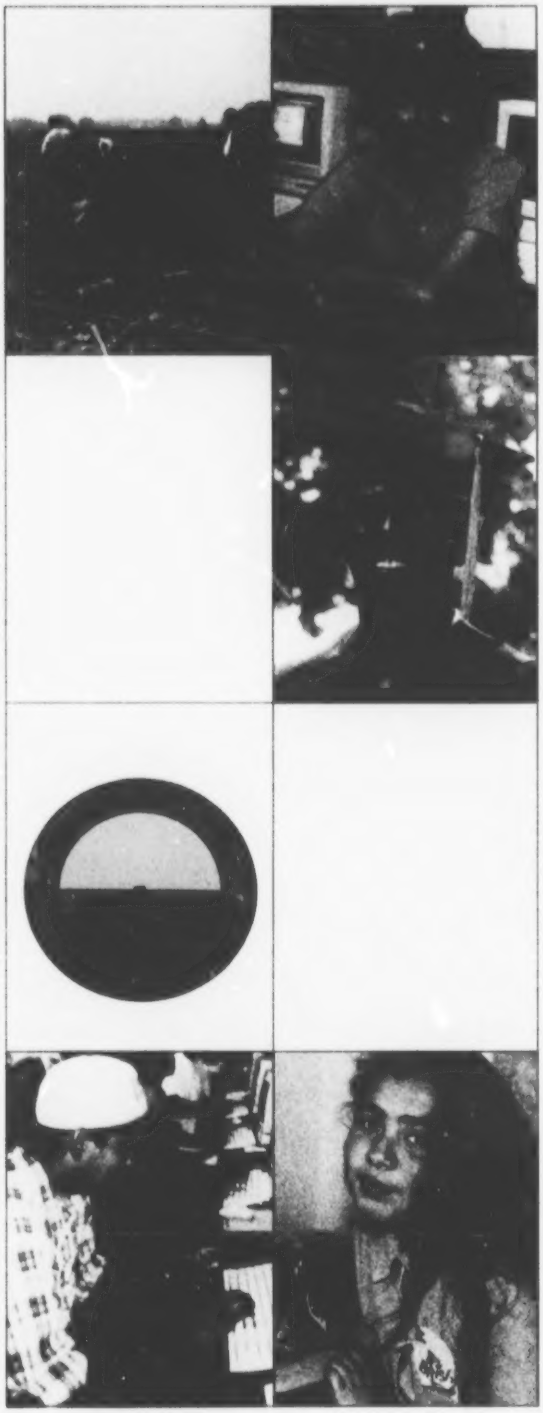
Rollason, Wendell, Letter to Linda Chavez, Chairman of the National Commission on Migrant Education, August 13, 1992, Invisible Children, 1992.

Rudes, Blair A. and JoAnne L. Willette. Handbook of Effective Migrant Education Practices, Vol. 1: Findings. Washington, DC: U.S. Department of Education, 1990.

Salerno, Anne and Mary Fink. Dropout Retrieval Report: Thoughts on Dropout Prevention and Retrieval. Geneseo, NY: Migrant Education Secondary Assistance Project, BOCES Geneseo Migrant Center, 1989.

Salerno, Anne and Mary Fink. Home/School Partnerships: Migrant Parent Involvement Report. Geneseo, NY: BOCES Geneseo Migrant Center, 1992.

Salerno, Anne and Mary Fink. Promising Practices for Home/School Partnerships. Geneseo, NY: BOCES Geneseo Migrant Center, 1992.



Options and Resources

for Achieving Credit Accrual for Secondary-aged Migrant Youth

INTERAGENCY COORDINATION & COOPERATION

National Program
for Secondary Credit Exchange
and Accrual (NPSCEA)

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Options
and
Resources
for Achieving Credit Accrual
for Secondary-aged
Migrant Youth

Cover photos by:
Pat Meyertholen (top row)
Houston HEP (second row)
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Options and Resources

for Achieving Credit Accrual for Secondary-aged Migrant Youth

INTERAGENCY COORDINATION & COOPERATION

developed by

National Program for Secondary
Credit Exchange and Accrual

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1-800-456-7232

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INTERAGENCY COORDINATION AND COOPERATION

"MEP should serve as an advocate for migrant children in local communities. The program should be more aggressive in finding and serving migrant children and their families who need services from Federal, state and other programs." (Invisible Children, p. xii)

RATIONALE

Key to achieving the National Goals for Education for migrant secondary youth is working together with other human services providers in the community. Migrant secondary-aged youth face unique demands in their efforts to assist their families financially, and, in some cases, are also financially responsible for their own new families. Their success in completing their education is often dependent upon access to the myriad of resources available through coordination of the Migrant Education Program (MEP) with other agencies. The network of educational, health, social services and employment programs currently serving migrant youth and their families represents an opportunity to provide comprehensive services - thus enabling the youth to remain in school and succeed.

IMPLEMENTATION

For MEP staff seeking to help migrant secondary-aged youth to complete their schooling, knowledge of other types of agencies in the human services arena is a prerequisite. Cooperation among these agencies plays a crucial role in the comprehensive delivery of family services which may provide the support needed to enable the youth to stay in school.

TIP: Sometimes county and state agencies are listed in the phone book under the county or state name. Some directories include "community" sections or "blue" pages for this information.

Coordination with other organizations serving farmworkers

The primary resources serving farmworkers are federally funded programs which are operated by state agencies and/or private non-profit organizations. While the federal program provides the generic title for each program, the names of the state department and/or private organization which administers the programs will vary from state to state. In addition, many non-government funded private, non-profit organizations exist throughout the country specifically to help farmworkers. Migrant secondary youth may access many of the services offered by these programs thus maximizing community resources.

TIP: In some areas "Working Together" groups have been established with representatives from all agencies devoted to serving farmworkers. These groups meet regularly throughout the year to share concerns and coordinate program services. Staff might consider the possibility of beginning such a group if none exists.

Because the federal programs use differing definitions of "migrant farmworker" and because each program is governed by its own goals and regulations, it is imperative to learn as much as possible through coordination and information sharing with other agencies' representatives. Following are brief descriptions of federally funded migrant programs and a single major private non-profit organization, Migrant Ministries.

- **Migrant Even Start** offers programs combining early childhood education, adult education and parenting skills training to help migratory parents become full partners in the education of their children and assist the children to reach their full potential as learners. These programs are administrated through state education agencies.

- **Migrant Head Start** offers a comprehensive early childhood program for migrant children while their parents are working. The Centers offer the developmental services for children from infancy to school entry age. Program staff ensure continuity of services for the families by communicating with other Migrant Head Start programs.

To learn how to contact the nearest Migrant Head Start program, call:

U.S. Department of Health and Human Services Migrant
Head Start: (202) 205-8455

- **Migrant Health** provides comprehensive primary health care services to migrant and seasonal farmworkers and their families. The program maintains linkages with hospitals and other health and social services in the area.

To learn how to contact the nearest Migrant Health program, call:

Office of Migrant Health: (301) 594-4303 or
National Migrant Resource Program, Inc: (800) 531-5120

- **Migrant and Seasonal Farmworker Program (Job Training Partnership Act (JTPA), Section 402)** provides employment training and supportive services to unemployed and underemployed farmworkers who meet income and farmwork eligibility criteria. Public agencies and private, non-profit organizations can compete for JTPA Title IV 402 Program grants to provide these services. Farmworkers may receive services to settle out of the migrant stream or to improve their quality of life in farmwork. Among the broad range of services which may be provided are emergency food and shelter; transportation and housing assistance; English as a second language, Pre-GED, GED, and adult basic education services; educational referrals; on-the-job training; job counseling and placement; and nutrition and health services. Many 402 agencies also operate a variety of entrepreneurship, housing, educational and economic development projects which benefit the farmworker population.

To learn how to contact the nearest Migrant and Seasonal Farmworker Program, contact:

Association of Farmworker Opportunity Programs (AFOP)
1925 N Lynn Street, Suite 701
Arlington, VA 22209
(703) 528-4141 or FAX (703) 528-4145

TIP: Migrant secondary youth eligible for JTPA 402 services have sometimes served as Migrant Education summer program aides receiving training and educational programming as well as a stipend for their work. A sample job description for such a position is included in Appendix C.

TIP: Obtaining the names of the proper "contact persons" may be particularly important for success in making linkages.

TIP: Joining a local consortium of service providers may be helpful in learning about their services and giving them information about Migrant Education.

- **Farmworker/Rural Legal Services** provides legal services to farmworkers in such areas as: wage cases, illegal evictions, recruitment violations, camp conditions such as poor housing, pesticide and discrimination cases. Priorities set by local programs vary.

TIP: One goal of the networking is to empower migrant youth and their families to understand the programs of the cooperating agencies and, wherever possible, begin making their own linkages.

To find out how to contact the nearest Farmworker/Rural Legal Services program, call:
Legal Services Corporation: (202) 336-8800

- **Migrant Ministries**, working primarily through local churches, provides outreach to migrant labor camps to address spiritual needs as well as making referrals for other social, health and education concerns.

Agencies/programs serving the general population

State, local (county, parish, city, township) agencies as well as private, non-profit organizations and churches provide a range of needed services to the local communities in which migrant farmworkers reside while in transit or in their homebase. For government services, the names of the state level administrative entity or department of government will vary from state to state; the names of the local government entities which administer these programs will also vary. For many of these services, clients must meet eligibility criteria, such as income level, to obtain assistance.

Government funded services may include food stamps, cash grants, nutrition programs (e.g., Women, Infants, and Children [WIC]), support services, food commodities/food pantries, homeless shelters, rent and utilities assistance, emergency aid, family counseling, well child clinics, crisis intervention, mental health services, medical care, job training, educational services and referrals to other resources.

TIP: In Minnesota, Migrant Education works with the Midwest Farmworker Employment and Training (JTPA 402) and local technical colleges and universities each summer to sponsor a migrant farmworker career fair. Secondary students participate as part of a career awareness program.

Nationally known non-profit organizations such as the United Way, Catholic Charities, Goodwill and Salvation Army have sites located throughout the country. Other locally based non-profit agencies may specialize in particular services, offer the same services as government agencies or provide more intensive or a broader range of services.

The following organizations and programs at the local level can also benefit migrant youth:

- Local school districts, colleges, junior colleges, churches, libraries and community organizations may offer English as a second language, General Educational Development (GED) and pre-GED preparation, basic adult education, vocational classes and literacy services.

- Under the federal Job Training Partnership Act (JTPA) Title II Program, each state offers employment and training programs which are implemented by local Private Industry Councils and service delivery area providers. Summer and all-year programs for eligible youth may include remedial education classes, work experience, job counseling and employability skills training. Through the new federal school-to-work transition program to be implemented nationally, each state may assist youth in preparation for the workforce.

- Universities and colleges may be able to provide interns to a secondary program. Interns from such disciplines as education, sociology, anthropology, communications, business, and foreign languages can gain valuable experience while giving their special expertise to the Migrant Education program.

TIP: Often other agencies are seeking ways to meet their participant quotas and are grateful for access to a new population which may be unserved. As a result of being an "invisible population," migrant farmworkers are often overlooked for recruitment. Such a collaboration can be positive for all involved and can open the doors to continued services for migrant farmworkers.

Creating linkages with other agencies

After identifying the appropriate agencies for coordination, staff may initiate communications with their representatives to discuss joint strategies for serving migrant secondary-aged youth. Staff can gradually set up meetings with or make phone calls to each of the organizations identified to develop mechanisms for referrals and access to services. At the same time Migrant Education staff can share information about migrant youth and their needs as well as its own program. In effect, any direct contacts made for the purpose of coordination will advocate for secondary-aged migrant youth.

As staff learn about other agencies, the services and resources they provide, how migrant youth can benefit from the programs and find ways of working with them, a network of cooperating agencies will be

TIP: A first step for staff members making contacts could be completing the "Cooperating Agency Information" form for their own organization, the Migrant Education program itself. Completing a Migrant Education program version of the form will not only give the staff member making contacts familiarity with the process but will also yield a concise description of the Migrant Education program to share with cooperating agencies.

TIP: Interagency coordintion efforts are strengthened when staff themselves are members of clubs and organizations with which the Migrant Education Program is seeking to make links. It helps if staff are "joiners"!

TIP: Packets of information on Migrant Education might be assembled to be readily available for dissemination to cooperating agencies

formed. This network will grow and change. Exhibit 1 is a "Cooperating Agency Information" form to complete for each agency contacted. A staff member seeking to fill out the form for a particular agency could first introduce him/herself and the Migrant Education program, then ask if this would be a good time to get information about the other agency to share with migrant youth and their families. Explain that the Migrant Education program is interested in sharing resources with other programs and avoiding duplication of services. As forms are completed information can be shared with all staff members.

Staff might follow up initial contacts with a standard letter thanking the agency for the information given and assuring that Migrant Education would welcome their referrals and would be calling with appropriate referrals and to ask for their expertise. If the contact person(s) named was not available when the initial approach was made, staff can call again to meet that person(s).

When staff contact an agency again with questions or referrals, checking the form already completed for guidelines on how a particular agency should be approached, contact person(s), and eligibility rules will save time for both agencies.

Migrant Education/business partnerships

Some programs have gained resources of expertise, time, and materials through partnerships with businesses. Project C.A.R.E. (Community Awareness and Resources Effort), a Section 143 Migrant Education project administered by the Pennsylvania Migrant Education Program, researched partnerships between Migrant Education programs and businesses. The project emphasized that partnerships with businesses should be more than a possible source of materials, that the time and expertise shared can be even more valuable to both partners. Programs seeking such partnerships should think about long-term relationships; making the partnership more than the structure for a one-time event will

Interagency Coordination - Exhibit 1

Cooperating Agency Information

Agency name ______________________________

Address ______________________________

Telephone ____________________

Contact person(s) ____________________

____

Whom can your organization serve?

Definition of farmworker/migrant farmworker:

Ages: Income/other restrictions:

Documentation necessary:

What is the goal of your organization?

What services does your organization offer?

Do services differ from one season to another?

What geographic area do you serve?

How do you let people know about the services you offer?

Do you have an outreach worker(s)?

Can our program make a referral to you? How?

Can a client contact you directly? How?

Do you have materials/pamphlets for other agencies and clients?

Student Profile

My name is Layla Aguilar. I am a fifteen year old sophomore from Del Rio, Texas. I am presently attending Princeville High School in Princeville, Illinois.

I have been coming to Princeville from Del Rio, Texas off and on since 1985. I come to Princeville in June and return to Del Rio in November. This year I have an opportunity to be accepted into an honors program at Bradley University in Peoria, Illinois for the school year 1992-93 and may have to stay in Illinois the whole school year. I will be staying with my mother who lives in Peoria. I would normally go back to Del Rio and live with my grandparents.

The Princeville Summer Migrant program has helped me towards achieving an honors seal diploma in Del Rio, Texas when I graduate in 1995. The summer program itself is difficult since a year's work in a course has to be done in only eight weeks. It is designed to be mostly self-taught (PASS program). The teachers are always there for extra help with any type of problems we encounter. Working schedules are not a problem since an instructor is available from 8:30 AM to 8:30 PM.*

The English honors courses are time consuming but well worth the effort. It is a very well-rounded course which covers everything from grammar to reading to comprehending novels.

In addition to helping me graduate from high school, the summer program offers a great program at Northern Illinois University in DeKalb, Illinois. This is perhaps the best part of our summer program in many ways. We spend one week at the university where we hear and learn about what life at the university is like. The experience is one of a kind since we also meet with other migrant students and discuss our future plans for ourselves. The program is full of interesting activities in order to encourage us to aim high for our future.

In conclusion, the summer program will not only help me acquire an honor seals diploma but will also increase my chances to receive academic scholarships to further my studies since my parents cannot help me financially in this area. The experience at Northern Illinois University will also help me with enrolling and adjusting in the college or university environment.

I am presently enrolled in courses which will better prepare me for college. I am taking honors classes such as geometry, chemistry, and accounting among my other classes. The summer school program has prepared me for this type of schedule since I have already advanced on some of my graduation requirements.

Participation in the summer migrant program has also provided me with the opportunity to participate in the Space Camp Program in Huntsville, Alabama, as one of two participants from the state of Illinois for the summer of 1992. This was a very positive experience for me as I met people from all over the world and participated in a program that very few people ever get a chance to. This was a once in a lifetime experience that I will treasure for the rest of my life.

A profile on the Princeville (Illinois) Summer Migrant Program is included in the Program Strategies section of Options and Resources.

* To receive an honors diploma in Texas, a student must complete a minimum of five honors courses.

increase the possibilities of rewards from the relationship for both partners. The following activities illustrate some of the many possibilities of Migrant Education/business partnerships:

- career awareness presentations
- internships
- tutoring
- field trips
- mentorships
- curriculum development
- materials development

Staffing/Staff Development

All staff must be committed to ensuring interagency coordination for it to take place. It is helpful, however, if one staff member is assigned overall coordination reponsibilities. Staff will require training in interagency coordination as it may be a new concept for them. Initial staff development might include components on:

TIP: Each staff member can be given a looseleaf notebook for assembling an ever growing and changing file of information on cooperating agencies, including contact names, addresses and telephone numbers.

- Awareness of the need for coordination and cooperation - Staff themselves might contribute anecdotes of times when interagency cooperation was helpful or when lack of it hurt.
- Overview of current coordination arrangements
- List of unserved needs
- Techniques for achieving coordination

  - making initial approach to agency by phone or mail - explanation of Cooperating Agency Information form if one is to be used
  - giving information on Migrant Education program
  - follow-up to initial approach
  - continuing working arrangements

TIP: Through JTPA Section 402's national association, AFOP, training and staff development are available in many areas, such as pesticide safety and disaster assistance planning. Depending upon funding, these services may be available free of charge.

After intitial staff development session on interagency coordination, staff meeting time might be set aside regularly for follow-up and sharing of information gathered.

RESOURCES

The following resources may be helpful in planning interagency coordination and cooperation:

A Guide for Forming Business-Education Partnerships to Benefit Children of Migratory Farmworkers. Harrisburg, PA: Migrant Education Program, Pennsylvania Department of Education, u.d.

A Handbook Implementing the Migrant Education-Business Partnership. Harrisburg, PA: Migrant Education Program, Pennsylvania Department of Education, u.d.

JTPA Section 402/Migrant Education Coordination Resource Guide. Visalia, CA: U.S. Department of Labor Employment and Training Administration and U.S. Department of Education Office of Migrant Education Interagency Workgroup, April 1993.

TECHNICAL ASSISTANCE

The following agencies may be able to provide technical assistance on interagency coordination and cooperation. Addresses and telephone numbers are included in Appendix B of this document.

State and regional education and local operating agencies - services vary according to expertise
Program Coordination Centers (PCCs)
Florida Migrant Interstate Program
Texas Migrant Interstate Program

◆◆◆◆◆

Sources

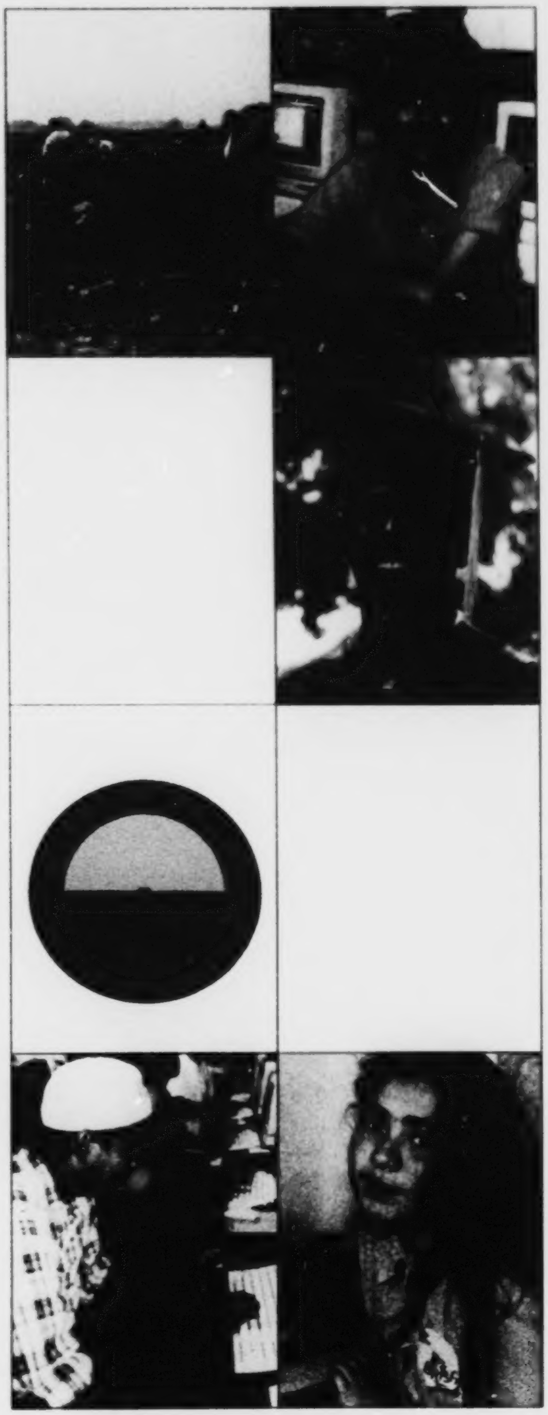
Directory of Services for Migrant and Seasonal Farmworkers and Their Families. Washington, DC: United States Department of Education Office of Migrant Education, 1992.

A Guide for Forming Business-Education Partnerships to Benefit Children of Migratory Farmworkers. Harrisburg, PA: Migrant Education Program, Pennsylvania Department of Education, u.d.

Handbook Implementing the Migrant Education-Business Partnership. Harrisburg, PA: Migrant Education Program, Pennsylvania Department of Education, u.d.

Invisible Children: A Portrait of Migrant Education in the United States. Washington, DC: National Commission on Migrant Education, 1992.

JTPA Section 402/Migrant Education Coordination Resource Guide. Visalia, CA: U.S. Department of Labor Employment and Training Administration and U.S. Department of Education Office of Migrant Education Interagency Workgroup, April 1993.



Options and Resources

for Achieving Credit Accrual for Secondary-aged Migrant Youth

EVALUATION PROCEDURES

National Program
for Secondary Credit Exchange
and Accrual (NPSCEA)

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Options
and
Resources
for Achieving Credit Accrual
for Secondary-aged
Migrant Youth

Cover photos by:
Pat Meyertholen (top row)
Houston HEP (second row)
Pat Meyertholen (left) & Pat Edwards
(right - bottom row)

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EVALUATION PROCEDURES

developed by

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Credit Exchange and Accrual

authorized by

U.S. Department of Education
Office of Migrant Education

through
Texas Education Agency

and
Region One Education Service Center

1994

National Program for Secondary Credit Exchange and Accrual

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(312) 663-1522

Western Satellite
Migrant Child Institute
312 Division
Grandview, WA 98930
1-800-234-4615

For further information, call toll-free
1-800-456-7232

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EVALUATION PROCEDURES

" The primary purpose of assessment systems should be to assist both educators and policy makers to improve instruction and advance student learning."
The National Forum on Assessment

RATIONALE

The purpose of this section is to describe step-by-step procedures for evaluating secondary projects. It is designed for secondary project administrators or secondary resource teachers responsible for evaluating the success of the project. As an aid, procedures are provided to help project staff take a closer look at what occurred in the implementation of the project.

Evaluation of secondary projects should not require any extraordinary procedures. Rather, the evaluation should be integrated into the project and focus on the particular activities, procedures, or materials that exist, or on what happened with particular students at a certain place or point in time.

TIP: The evaluation, if initiated at the beginning of the project, requires very little work at the end of the project. Set up systems (including forms and formats) when the project begins. The use of a 3-ring binder to store information on each evaluation topic (i.e., parental involvement, staff development) will help in organizing the data and keeping the information readily available.

IMPLEMENTATION

A common concern of educators is that an enormous amount of data is collected but neither analyzed nor used for making instructional and programmatic decisions. Because of the scarcity of funds and the numerous responsibilities of migrant secondary project administrators and resource teachers, the evaluation should be simple to execute, but comprehensive enough to look at the key features of the project and answer questions about its effectiveness.

"Regarding data: Most people over collect and under-analyze."
F. Smoot

The evaluation should be aimed at answering questions, developing or adapting instruments for addressing the questions, collecting and analyzing data, and reporting the results. The evaluation should focus on the broad goals of the project. For example, *Did migrant secondary students who participated in the project make progress toward graduation?* or *Did teachers of project students receive meaningful staff development on migrant secondary education?*

Desired outcomes should address the broad goals of the project. A desired outcome is a goal statement or measurable objective that focuses on anticipated positive changes that will occur by a given point in time as a result of the project having been in operation.

Specifically, evaluating a secondary project requires: 1) writing the desired outcome questions that will answer whether the project has been effective; 2) documenting the activities and outcomes of the project; 3) summarizing the information about the project; and 4) writing the evaluation report. Each of these topics will be discussed in detail in this section.

Writing the desired outcome statements

Identifying the key, or most important, characteristics of the project will help in the selection of the areas to evaluate. Key characteristics are usually documented in the project application and are the areas where the most money, time and energy are spent.

TIP: Be sure that desired outcome statements are written with input from the instructional staff. This helps to ensure that they are reasonable and attainable and do not entail a data burden that is too cumbersome.

List the key characteristics of the migrant secondary project here:

____

____

____

Once the key characteristics have been identified, they will serve as the areas of focus around which the desired outcome statements are written. Each outcome should be written to include the *Goal, Outcome indicator, Standard or performance level, and Time frame.* Remember the acronym GOST and ask:

G - Does the **goal** state what is to be accomplished?

O - Does an **outcome indicator** statement describe what will be used to measure success?

S - Is there a **standard or performance level** that describes the level of success that will demonstrate substantial progress toward meeting the goal?

T - Is the **time frame** mentioned during which the program will be carried out and its success measured?

·An example of a desired outcome statement follows:

By _______ (date), all personnel serving migrant secondary students will receive training on cultural awareness. The training will be judged effective by participants if the average rating on the evaluation forms is above 3.0 on a scale of 1.0 (low) to 5.0 (high).

Goal - "all personnel serving migrant secondary students will receive training on cultural awareness"

Outcome indicator - "evaluation forms"

Standard or performance level - "average rating on the evaluation forms is above 3.0 on a scale of 1.0 (low) to 5.0 (high)"

Time frame - "by ________ (date)"

The worksheet on this page can be used as a guide in writing a desired outcome statement for the migrant secondary project.

Goal: ____

____

____

____

____

____

Outcome Indicator: ____

____

____

____

____

____

Standard or Performance Level: ____

____

____

____

____

____

Time Frame: ____

____

____

____

____

Three questions should be asked about the desired outcome statement that has just been written:

- *Is the desired outcome important to the success of the program?*

The primary emphasis of the desired outcome should relate to the goals of the program. For example, if the goal of the program is to provide supportive services, a desired outcome on this goal should be written.

- *Is the desired outcome challenging, yet attainable?*

The performance level for determining substantial progress should be set to move the program forward toward the goal. New levels should reflect improved achievement as the program improves.

- *Can the information needed to assess the attainment of the desired outcome be easily gathered, analyzed and reported?*

Tools should be available and efficient. For example, designing an assessment that takes three hours per student may give abundant information, but be so costly and time consuming that the instructional program has to finish early to be able to complete the assessments.

The range of desired outcomes is as varied as the migrant secondary projects that operate. However, there are some components that many projects share. These are identification and recruitment, needs assessment, instructional and support services, parental involvement, materials development, staff development, and coordination with other programs and resources. Some examples of desired outcomes for secondary projects based on these areas of focus include the following:

1. By the end of the project year, ___ % of eligible migrant secondary students will be provided an opportunity to access national assisted coursework through the PASS program or the University of _________ courses.

2. Within ____ days after identification by the project recruiter, staff will contact ___ % of students and their families to explain the available services.

3. By _______ (date), ____ % of migrant secondary students will demonstrate achievement by completing ____ (number) of PASS units.

4. By the end of the project year, staff development through workshops, individual consultation or mentoring, and/or information dissemination will be provided to ___ % of all qualified staff serving migrant students.

5. By the end of the project year, a retrieval program will be designed for secondary youth who have dropped out. The program design will be judged successful if ____ % of identified youth who have dropped out receive referrals.

6. By ________ (date), the end of the distance learning project, ______ % of migrant secondary students enrolled in the project will have passed _____ % of modules attempted.

7. By the end of a career development program ___ % of migrant student participants will have completed individualized career development plans with a rating of 7 or above on a scale of 1 - 10.

8. Within ____ (days) after the student has withdrawn from the program, staff will follow up on ____ % of project students and initiate action to ensure that earned credit has been properly accrued.

9. After participating in a week-long student leadership program, migrant secondary students will satisfactorily complete ___ (number) of team assignments with a rating of 6 or above on a scale of 1-10.

10. Coordination activities with ____ (number) agencies that provide services to migrant secondary students will be undertaken during the summer of 19 ____ . These activities will be documented and followed up within ___ days.

11. After participating in a weekend life management retreat, migrant secondary students will successfully complete ____ (number) follow-up activities to demonstrate self-esteem.

12. Migrant secondary students enrolled in a peer leadership training program will demonstrate positive self-esteem by successfully completing ____ (number) *Yo Puedo* activities from the program booklets each month.

Documenting the activities and outcomes of the project

Basically, there are four methods that can be used to collect data on program activities. These are: 1) examination of records; 2) self-reports by project staff; 3) observation of project activities; and 4) surveys and questionnaires. Data collection requires a critical step: the development or identification of the recording instruments that will be used.

A data collection planning worksheet enables project staff to retain all the needed information in one place and facilitates easy recordkeeping. The example of a data collection planning worksheet to follow, Exhibit 1, is for listing the *desired outcome*; describing the *source of the data*; the *methods* for data collection (i.e., questionnaire, observation, record review); *who is responsible* for collecting the data; and *when it will be accomplished*.

Examining the records is a useful way to document the activities and outcomes of the project. Each project should have information on enrollment, migrant student demographics, and the number of students who have successfully completed the courses or participated in specific activities. This is useful information to help address whether or not the desired outcome has been achieved.

Evaluation Procedures - Exhibit 1

DATA COLLECTION PLANNING WORKSHEET

Desired Outcome	Source of Data	Method	Who Is Responsible?	When Will It Be Accomplished?

Potentially useful records which can be used to document the implementation of the project and the accomplishment of program activities include:

√ student files including work, tests, etc.;
√ lesson plans;
√ teachers' daily activity logs;
√ report cards (PASS "tickets");
√ project newsletters;
√ records of special assistance provided to students;
√ minutes, agendas, and evaluation forms from parent advisory committee meetings; and
√ staff development announcements, agendas, schedules, evaluation forms.

Staff self reports are another tool that can be used to collect information about the project. These reports can take several forms:

- staff can write weekly or monthly reports of what they did (for example, they can describe their home visit activities or a particularly effective lesson that they designed); and

- staff can be interviewed in person (for example, the project administrator can conduct an interview on how improving self-esteem was incorporated into the curriculum).

Self reports can provide information on instructional materials, methods, and techniques; subject areas covered; contact information with parents and students; staff development; parent involvement; and more.

The *observation of project activities* constitutes the third tool for documenting the outcomes and activities of the migrant secondary project. Observation can focus on classroom activities, counseling experiences, or student behaviors related to the completion of coursework.

Observation can be helpful in describing classroom-based activities such as the time spent in question and answer exercises, the time spent in self-instruction activities, or the level of staff/student interaction. When observing, it is important that the observer:

√ be unobtrusive and not disturb normal functions;
√ observe different sessions focusing on specific features, rather than trying to observe too much in one single session; and
√ observe when procedures are typical rather than on days when something unusual is occurring.

Finally, *surveys and questionnaires* are the fourth tool to document the activities and outcomes of the project. Questionnaires can be given to staff to complete (for example, a questionnaire after each student completes a course or counseling session). Secondary students themselves are a valuable source of information. Questionnaire items that ask students about how the project has benefitted them and what aspects of the project have been the most/least helpful will provide invaluable information to project staff and decision-makers for improving the program.

TIP: When designing surveys and questionnaires, do not put too much information on a page. The reader will be less likely to be overwhelmed if there is ample white space on each page.

Surveys can be designed and administered once the project has been completed and mailed to former students, to cooperating schools, or to resource agencies in order to find what impact the project has had on migrant secondary students.

Summarizing the information about the project

When summarizing information about the project, a first step is to reduce it to a concise form without sacrificing important details that will help address the desired outcome questions. Information from existing records (i.e., number of courses completed) can be collected in a form that transfers easily to a tally sheet. Totals, percentages, and group averages can be derived from tallies.

Structured interviews (when the same question is asked of a number of individuals) and observation data can be tallied much like questionnaire items. If the interview allows open responses, the responses are listed and tallied for commonalities. A checklist of behaviors to observe should be prepared prior to beginning the observation.

Surveys and questionnaires can be tallied and percentages of each response recorded. Open-ended items (i.e., "list any suggestions you may have for improving the program") should be recorded and examined closely to determine trends in responses. After all the responses are tallied and recorded, the statements that were mentioned most frequently can be summarized. If there were a number of unique responses, they can be grouped in categories so that the summary is more concise.

Trends that are reported or observed from a number of different sources are important to note. For example, during a structured interview, if students describe the success of a particular feature of the project and staff rate that same aspect high on a questionnaire, that aspect should be underscored or highlighted in the evaluation report or summary of the data.

Writing the evaluation report

Once the information that has been collected is summarized, the report can be written. The steps listed below will help in presenting an effective report.

1. State the purpose

Define the purpose of the report for the audience. State the desired outcomes and describe how the data collection and summary methods answer those questions. Consider the audience. Details of the report, the readability level, the language used, and the kinds of charts displayed depend on the audience.

2. Decide on analyses, data to provide, and presentation methods

Describe the results or make comparisons between the project and, for example, students nationally. Present the results in writing, orally, through tables and displays, or in any combination. To make sound decisions about the presentation, it is important to consider the needs of the audience (i.e., need for general information, for communication, for decision making).

TIP: Be sure to integrate pictures, charts and graphs into the report. The saying: "A picture is worth 1,000 words" is especially true for evaluation reports.

3. Present a concise, written or oral report

The advantages of oral reports are immediate feedback, instant clarification of audience questions, and the possibility of good public relations. Most often, however, a written report is required. Exhibit 2 shows a suggested outline for an evaluation report.

Evaluation Procedures - Exhibit 2

Sample Outline for Evaluation Report

Title Page

Table of Contents

A. Executive Summary

B. Background

1. Introduction and purpose of the report
2. Description of the program (includes participants, activities and materials, duration, unique components)
3. Desired outcomes or goals and objectives

C. Description of the evaluation

1. Objectives of the evaluation
2. Instruments and procedures
3. Cautions in interpretation

D. Results and conclusions

1. Desired outcomes met and unmet
2. Obstacles encountered
3. Other findings

E. Recommendations

1. For improvement of the program (including change of focus)
2. For improvement of the evaluation

Being aware of how evaluation can be an integral part of the program will save time and energy - follow the action steps described in this section on evaluation. It is much easier to record happenings as they occur rather than to attempt to reconstruct things after the fact or from memory.

TIP: Keep a log of activities on a monthly calendar to have a record of events.

These suggestions on evaluating the secondary migrant program will, it is hoped, encourage early documentation of program practices. Early documentation helps avoid "evaluation anxiety."

Staffing/Staff Development

Because project evaluation should be integrated with the design and implementation of the project, the director or coordinator, secondary resource teachers, and other staff should be involved. An external consultant with a background in evaluation might also be of assistance to provide suggestions and to offer an outside perspective on the degree to which the project has met its objectives.

Typically, secondary project staff are not experts in evaluation. This is not a problem as long as the evaluation procedures in this section are carefully followed and the evaluation is planned before implementing the project. Staff development on evaluation, assessment, and writing meaningful desired outcome statements is recommended in order to increase the awareness and enhance the skills of project staff. This training needs to be tailored to the needs of project staff and may include such topics as:

- The Nuts and Bolts of Evaluating Secondary Projects,
- Measuring Desired Outcomes,
- Assessment Portfolios for Secondary Students,
- Criterion-Referenced and Norm-Referenced Testing,
- Data Collection Planning and Designing Data Collection Forms,
- Reporting on Secondary Student Activities, and
- Observation Techniques for Resource Teachers.

RESOURCES

Durón, Susan. Presenter's Guide: Desired Outcomes. Denver, CO: Region E Technical Assistance Center, RMC Research Corporation, Spring 1992.

Durón, Susan. MENAES Handbook. Denver, CO: Region E Technical Assistance Center, RMC Research Corporation, Fall 1991.

Faddis, Bonnie et al. Evaluating Program Information. Portland, OR: Northwest Regional Educational Laboratory, 1984.

Swenson, Cari and Susan Durón. Presenter's Guide: The Nuts and Bolts of Evaluation. Denver, CO: Region E Technical Assistance Center, RMC Research Corporation, Spring 1993.

TECHNICAL ASSISTANCE

The following agencies are funded to provide assistance on evaluation. Addresses and telephone numbers are included in Appendix B of this manual.

- State Education Agencies
- Regional education agencies, such as Boards of Cooperative Education Services (BOCES), Education Service Centers (ESCs), and Regional Cooperative Agencies (RCAs)
- Local Operating Agency (LOA) evaluation unit personnel
- Migrant Education Program Coordination Centers (PCCs)
- Chapter 1 Technical Assistance Centers (TACs)
- Chapter 1 Rural Technical Assistance Centers (R-TACs)
- Regional Educational Laboratories
- Title VII Bilingual Evaluation Assistance Centers (EACs)

◆◆◆◆◆

Sources

Durón, Susan. Presenter's Guide: Desired Outcomes. Denver, CO: Region E Technical Assistance Center, RMC Research Corporation, Spring 1992.

Faddis, Bonnie et al. Evaluating Program Information. Portland, OR: Northwest Regional Educational Laboratory, 1984.

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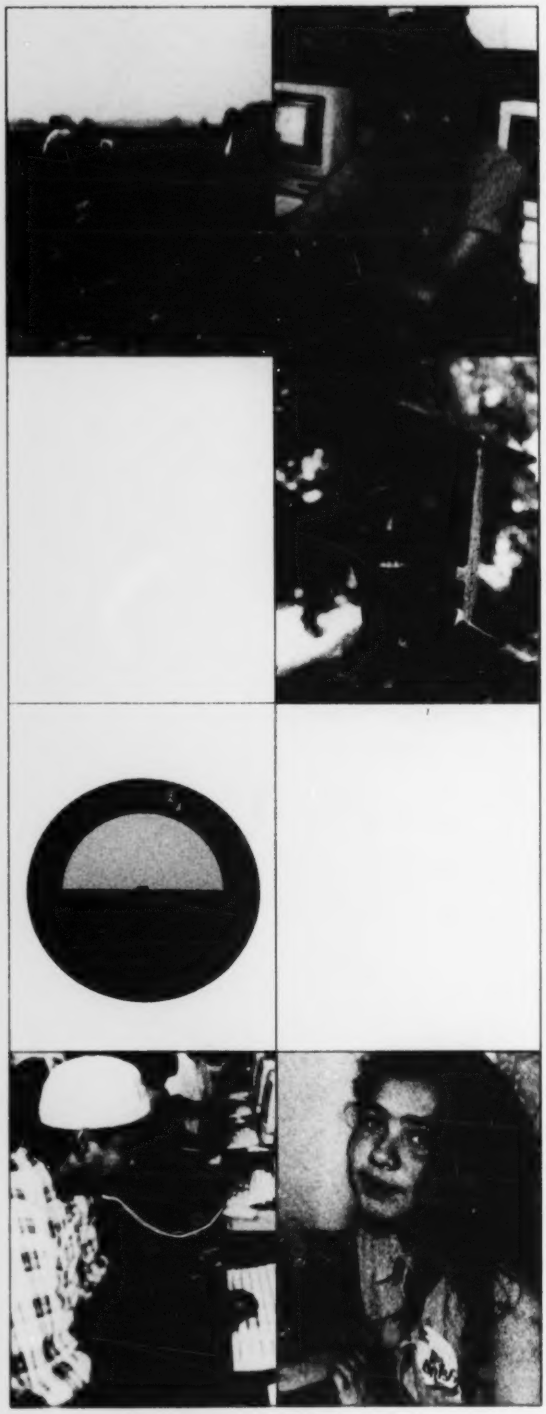

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(716) 245-5681

Central Satellite
Illinois Migrant Council
28 East Jackson Blvd. #1600
Chicago, IL 60604
(312) 663-1522

Western Satellite
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APPENDIX A

CHAPTER 1 MIGRANT EDUCATION PROGRAM STATE OFFICES

Alabama
Migrant Education Program
State Department of Education
50 N Ripley Street, Room 5348
Gordon Persons Building
Montgomery, AL 36130
(205) 242-8199
FAX (205) 262-6377

Alaska
Migrant Education Program
State Department of Education
801 West 10th Street, Suite 200
Juneau, AK 99801-1894
(907) 465-2886
FAX (907) 465-2989

Arizona
Migrant Child Education Unit
Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
(602) 542-5138
FAX (602) 542-3013

Arkansas
Migrant Education Program
State Department of Education
Arch Ford Education Building
Little Rock, AR 72201
(501) 682-4570
FAX (501) 682-1146

California
Migrant Education Office
State Department of Education
721 Capitol Mall - 2nd Floor
Sacramento, CA 95814
(916) 324-1556
FAX (916) 327-1824

Colorado
Migrant Education Program
Colorado Department of Education
201 East Colfax, Room 401
Denver, CO 80203
(303) 866-6758
FAX (303) 832-6605

Connecticut
Migrant Education Program
State Department of Education
PO Box 2219
Room 369
Hartford, CT 06145
(203) 566-3278
FAX (203) 566-7845

Delaware
Migrant Education Program
ECIA 1
Townsend Building
PO Box 1402
Dover, DE 19901
(302) 739-2767
FAX (302) 674-2037

District of Columbia
Migrant Education Program
State Chapter 1 SEA
Browne Administration Unit
26 Street & Benning Road NE
Room 228
Washington, DC 20002
(202) 724-4207
FAX (202) 724-4705

Florida
Migrant Education Program
State Department of Education
Florida Education Center
325 West Gaines, Suite 652
Tallahassee, FL 32399-0400
(904) 487-3520
FAX (904) 487-4592

Georgia
Migrant Education Program
Georgia Department of Education
1958 Twin Towers East
Atlanta, GA 30334-5080
(404) 656-4995
FAX (404) 651-8079

Idaho
Migrant Education Program
Idaho State Department of Education
Len B. Jordon Office Building
650 West State Street
Boise, ID 83720-3650
(208) 334-2299
FAX (208) 334-2636

Illinois
Migrant Education Program
Intervention and Improvement Services
State Board of Education
100 North First Street
Springfield, IL 62777
(217) 782-6035
FAX (217) 524-4928

Indiana
Division of Language Minority and
Migrant Programs
State Department of Education
State House, Room 229
Indianapolis, IN 46204
(317) 232-0555
FAX (317) 236-9271

Iowa
Migrant Education Program
Bureau of Federal School Improvement
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3999
(515) 281-3944
FAX (515) 242-6025

Kansas
Chapter 1 Migrant Education Program
State and Federal Program
Administration
Kansas State Department of Education
120 South East 10th Avenue
Topeka, KS 66612
(913) 296-7891
FAX (913) 296-5867

Kentucky
Migrant Education Program
Division of Compensatory Education
State Department of Education
Capitol Plaza Tower - Room 1714
500 Mero Street
Frankfort, KY 40601
(502) 564-7272
FAX (502) 564-6952

Louisiana
Bureau of Migrant Education
Louisiana Department of Education
654 Main Street
PO Box 94064
Baton Rouge, LA 70804-9064
(504) 342-3517
FAX (504) 342-6485

Maine
Migrant Services
National State Division of Migrant
Services
24 Stone Street
Augusta, ME 04333
(207) 289-5170
FAX (207) 289-5174

Maryland
Migrant Education Program
Compensatory Education Branch
Room 13, Migrant Center
700 Glasgow Street
Cambridge, MD 21613
(410) 221-0151
FAX (410) 228-1847

Massachusetts
Migrant Education Program
27 Water Street, 4th Floor
Wakefield, MA 01880
(617) 224-9850
FAX (617) 224-9851

Michigan
Migrant Education Office
State Department of Education
PO Box 30008
Lansing, MI 48909
(517) 373-4581
FAX (517) 373-4589

Minnesota
Migrant Education Program
Special Programs
Minnesota Department of Education
550 Cedar Street
St. Paul, MN 55101
(612) 296-2181
FAX (612) 296-2495

Mississippi
Migrant Education Program
Special Projects
State Department of Education
PO Box 71
Jackson, MS 39205
(601) 359-3498
FAX (601) 352-7436

Missouri
Migrant Education Program
Department of Elementary and
Secondary Education
PO Box 480
Jefferson City, MO 65102-0480
(314) 751-8287
FAX (314) 751-9434

Montana
Chapter 1 Migrant Program
Office of Public Instruction
State Capitol
Helena, MT 59620
(406) 444-2423
FAX (406) 449-7105

Nebraska
Migrant Education Program
State Department of Education
301 Centennial Mall South
Box 94987
Lincoln, NE 68509
(402) 471-3440
FAX (402) 471-2113

Nevada
Migrant Education Programs
State Department of Education
400 West King Street
Capitol Complex
Carson City, NV 89701
(702) 687-3187
FAX (702) 687-4499

New Hampshire
Migrant Education Program
Early Learning Unit
State Department of Education
101 Pleasant Street
Concord, NH 03301
(603) 271-6693
FAX (603) 225-7932

New Jersey
Office of Migrant Education Program
State Department of Education
225 West State Street
Trenton, NJ 08625
(609) 292-8463
FAX (609) 393-8470

New Mexico
Migrant Education Program
Chapter 1, ECIA
State Department of Education
Santa Fe, NM 87501-2786
(505) 827-6534 or 827-6527
FAX (505) 982-9537

New York
Migrant Education Unit
New York State Education Department
Education Building Annex Room 483
Albany, NY 12234
(518) 473-1231
FAX (518) 473-1714

North Carolina
Migrant Education Program
State Department of Public Instruction
301 N Wilmington Street
Education Building
Raleigh, NC 27601-2825
(919) 715-1838
FAX (919) 715-1851

North Dakota
Chapter 1 Migrant Education Program
Department of Public Instruction
600 Boulevard East
Bismarck, ND 58505
(701) 224-2282 or 2292
FAX (701) 222-1610

Ohio
Migrant Education Program
Division of Federal Assistance
933 High Street
Worthington, OH 43085
(614) 466-4161
FAX (614) 436-9496

Oklahoma
Migrant Education Program
State Department of Education
2500 North Lincoln, Suite 1-33
Oklahoma City, OK 73105
(405) 521-2847
FAX (405) 521-2998

Oregon
Migrant Education Program
State Department of Education
700 Pringle Parkway, SE
Salem, OR 97310
(503) 373-3606
FAX (503) 373-7418

Pennsylvania
Migrant Education Program
State Department of Education
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333
(717) 783-6467
FAX (717) 783-4392

Puerto Rico
Program for Educational Services
to Migrant Students
Department of Education
PO Box 759
Hato Rey, PR 00919
(809) 754-1050
FAX (809) 766-0280

Rhode Island
State Migrant Program
LEP Unit
State Department of Education
22 Hayes Street
Providence, RI 02908
(401) 277-2650
FAX (401) 277-6178

South Carolina
Migrant Education Program
State Department of Education
Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803) 734-8416
FAX (803) 799-8624

South Dakota
Migrant Education Program
Division of Education
Chapter 1, ECIA
700 Governor's Drive
Pierre, SD 57501-2293
(605) 773-3218
FAX (605) 224-2831

Tennessee
Migrant Education Program
State Department of Education
Cordell Hull Building
4th Floor, North Wing
Nashville, TN 37243-0379
(615) 741-0628
FAX (615) 741-6236

Texas
Migrant Education Program
Division of Special Programs
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494
(512) 463-9067
FAX (512) 463-9759

Utah
Migrant Education Program
State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7725
FAX (801) 538-7600

Vermont
Migrant Education Program
500 Dorset Street
South Burlington, VT 05403
(802) 658-6342
FAX (802) 658-1393

Virginia
Migrant Education Program
Division of Compensatory Education
Chapter 1 Unit (23rd Floor)
State Department of Education
PO Box 2120, 101 North 14th Street
Richmond, VA 23216-2120
(804) 225-2905
FAX (804) 371-7347

Washington
Migrant Education Program
Supplementary Education Programs
Division of Instructional Programs
and Services
Office of the Superintendent of Public
Instruction
Old Capitol Building
Olympia, WA 98504
(206) 753-1031
FAX (206) 753-1953

West Virginia
Migrant Education Program
Compensatory Education
State Department of Education
Capitol Complex/Building #6,
Room 252
Charleston, WV 25305
(304) 558-7805
FAX (304) 558-0048

Wisconsin
Migrant Education Program
Special Needs Section
State Department of Public Instruction
125 South Webster Street, Box 7841
Madison, WI 53707-7841
(608) 266-2690
FAX (608) 267-0364

Wyoming
Migrant Education Program
ECIA, Chapter 1
State Department of Education
Hathaway Building
Cheyenne, WY 82002
(307) 777-6239
FAX (307) 777-6234

APPENDIX B

TECHNICAL ASSISTANCE OPTIONS

TECHNICAL ASSISTANCE OPTIONS

	A	B	C	D	E	F	G	Migrant
SEAs/LOAs	varies	varies	varies	varies	varies	varies	varies	
PCCs	X	X	X	X	X	X	X	•
I-PASS C/UT						X		•
FMIP		X		X	X	X	X	•
TMIP				X	X	X	X	•
TACs	X		X	X		X	X	
R-TACs	X		X	X		X	X	
MRCs						X	X	
DACs						X	X	
OERI Labs	X		X	X		X	X	
EACs		X						
MSRTS	X	X			X		X	

Key
A = Needs Assessment
B = Identification and Recruitment
C = Evaluation Procedures
D = Materials and Financial Resources
E = Interagency Coordination
F = Program Strategies
G = Parental Involvement

APPENDIX B

TECHNICAL ASSISTANCE OPTIONS

Migrant Education programs can obtain technical assistance from a number of different agencies, some specific to Migrant Education, some serving broader populations. Some of the agencies that might offer such assistance are listed in this section. Their particular areas of expertise are shown in the chart on the left page. Procedures for approaching agencies for technical assistance may differ from state to state and area to area.

State, Regional Education and Local Operating Agencies

State and regional education and local operating agencies offer varying technical assistance services according to the regulations governing them, the philosophy of the agency, and staff expertise. Each can be contacted for information about possible services. More than one local education agency may be a possible source of help for a migrant program depending upon the population and the district lines involved.

Program Coordination Centers (PCCs)

The Migrant Education PCCs, funded by Section 1203 monies, are devoted to assisting with intra/interstate/interprogram coordination efforts. The PCCs identify and resolve problems between State and local MEP projects and collect and disseminate information on programs and strategies that improve intra/interstate coordination of services. Specific activities include: dissemination of curriculum materials, collection and dissemination of state-specific resources on education and support services, interstate workshops to overcome state barriers to the use of common curricula, dissemination of information on assessment methods, standard graduation requirements and migrant child development activities and help in developing or enhancing interagency collaboration to improve delivery of supportive services to migrant students. Each of the PCCs serves a particular group of states within its stream. Following is a listing of the current PCC sites:

Eastern Stream

Service Area: Alabama, Connecticut, Delaware, Florida, Georgia, Kentucky, Maine, Maryland, Massachusetts, Mississippi, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, Tennessee, Virginia, West Virginia

Robert Levy, Director
Eastern Stream Center On Resources and Training (ESCORT)
State University of New York College at Oneonta
Bugbee Hall
Oneonta, NY 13820 1-800-451-8058
FAX (607) 432-7102

Central Stream

Service Area: Arkansas, Illinois, Indiana, Iowa, Kansas, Louisiana, Michigan, Minnnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Texas, Wisconsin

Tadeo Reyna, Director
Program Coordination Center
Texas A&M University - Kingsville
Box 152
Kingsville, TX 78363 1-800-338-4118
FAX (512) 595-2736

Western Stream

Service Area: Alaska, Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming

Francisco Garcia, Project Director
Western Stream Program Coordination Center
Commerce Plaza, Suite 240
7000 SW Hampton
Portland, OR 97223 1-800-871-3888
FAX (503) 684-4133

Migrant Student Record Transfer System (MSRTS)

MSRTS is a national computerized telecommunication system that stores and transfers academic and health information for migrant children. MSRTS consultants offer staff development workshops and provide on-site and telephone technical assistance.

Contact: Migrant Student Records Transfer System
4 State Capitol Mall
Little Rock, AR 72201-1071
(501) 375-4960
1-800-643-8258
FAX 1-800-527-1881

Interstate Portable Assisted Study Sequence (PASS) and University of Texas (UT) assisted studies

Both the Interstate PASS and UT are assisted study programs for credit accrual. Goals for both programs are to increase the number of migrant students graduating. Mentors work with individual students or groups of students, enrolling them, issuing learning activity packets, providing tutoring as necessary, and administering tests. Students can work on high school courses on their own time schedules at any location. More information on both the PASS and the UT programs can be found in the NPSCEA Resource Guide for Secondary Migrant Educators.

PASS gives migrant secondary students the opportunity to work semi-independently to earn full or partial credits for high school graduation. PASS offers portable learning packets containing all the materials necessary for a high school course for the student to work on during the school year in addition to regular coursework, during a summer program or while in transit. Approximately twenty states currently participate in some way in the program.

Contact: Marion D. Stiles, Interstate PASS Chair
Michigan Regional PASS Office
9534 Red Bud Trail
Berrien Springs, MI 49103
(616) 471-1139

The UT skill-building courses are designed to help students meet the graduation requirements of Texas. Courses are available in algebra, geometry, English, U.S. government, economics, geography, history, health education and other areas and can be used both in Texas and in Texas-receiving states.

Contact: Peggy Wimberley
The University of Texas at Austin
Extension Instruction and Materials Center
Migrant Student Program
PO Box 7700
Austin, TX 78713-7700
512-471-7716
1-800-252-3461 (TX only)
1-800-444-1905 (outside Texas)

Florida Migrant Interstate Office (FMIP)

FMIP's mission is to develop a resource center to coordinate activities for states and districts which send or receive Florida migratory students. FMIP assists with inter/intrastate communications on current migratory students as well as with coordination aimed at increasing the number and percentage of migratory students identified in Florida and in receiving states.

Contact: Earl Wiggins
Florida Migrant Interstate Program
Immokalee High School
701 Immokalee Drive
Immokalee, FL 33934
(813) 657-6866
1-800-949-1916
FAX (813) 657-6354

Texas Migrant Interstate Program (TMIP)

TMIP's purpose is to promote coordination among schools offering services to secondary migrant students with emphasis on credit accrual and exchange activities. Its services are available to any school in the state of Texas as well as non-Texas schools to which students migrate. TMIP provides educational information via the MSRTS terminal, provides counselor training on the Life Management Skills program, works with counselors on dropout prevention strategies, assists counselors and receiving state personnel with inter/intrastate communication on issues of credit accrual and exchange and the MSRTS secondary record, coordinates out-of-state TAAS testing and serves as a clearinghouse for educational materials.

Contact:
Tomás Yañez, Program Director
Texas Migrant Interstate Program
PO Drawer "Y"
Pharr, TX 78577
(210) 787-9994
1-800-292-7006
FAX (210) 781-0046

Chapter 1 Technical Assistance Centers (TACs)

The TACs provide technical assistance to states and localities on Chapter 1 issues, including program improvement, instruction, evaluation, curriculum, and parental involvement, etc. They can provide expertise, training and materials to help meet the needs of educationally disadvantaged children. Requests for assistance from TACs should be made through the SEA Chapter 1 Coordinator. Be sure to allow lead time.

Region A
Allen Schenck
RMC Research Corporation
1000 Market Street
Portsmouth, NH 03801
(603) 422-8888
(800) 258-0802
(800) 244-7175 (NH only)
FAX (603) 436-9166

Service Area: Maine, New Hampshire, Vermont, Rhode Island, Connecticut, Massachusetts, New York, New Jersey, and Puerto Rico

Region B
Linda Parker
PRC, Inc.
2601 Fortune Circle East
Indianapolis, IN 46241
(317) 244-8160
(800) 456-2380
FAX (317) 244-7386

Service Area: Pennsylvania, West Virginia, Delaware, Maryland, District of Columbia, Kentucky, Indiana, Ohio, and Michigan

Effective Practices: Identification and Dissemination Specialty Option

Pamela Terry-Godt
PRC, Inc.
2601 Fortune Circle East
Indianapolis, IN 46241
(317) 244-8160
(800) 456-2380
FAX (317) 244-7386

Region C

Service Area: Virginia, North Carolina, South Carolina, Tennessee, Mississippi, Alabama, Georgia, and Florida

Jerry A. Jenkins
Educational Testing Service
Lakeside Centre
1979 Lakeside Parkway, Suite 400
Tucker, GA 30084
(404) 934-0133
1-800-241-3865
FAX (404) 723-7436

Region D

Service Area: North Dakota, South Dakota, Minnesota, Wisconsin, Nebraska, Iowa, Illinois, and Missouri

Judy Pfannenstiel
Research & Training Associates, Inc.
34 Corporate Woods
10950 Grandview, Suite 300
Overland Park, KS 66210
(800) 922-9031
(913) 451-8117
FAX (913) 451-8190

Region E

Service Area: Arkansas, Louisiana, Kansas, Oklahoma, Texas, Colorado, Utah, Arizona, and New Mexico

Shelley Billig
RMC Research Corporation
Writer Square, Suite 540
1512 Larimer Street
Denver, CO 80202
(303) 825-3636
(800) 922-3636
FAX (303) 825-1626

Region F

Service Area: Alaska, Hawaii, Washington, Oregon, Idaho, Montana, Wyoming, Nevada, and California

Gary Estes
Far West Laboratory
730 Harrison Street
San Francisco, CA 94107
(415) 565-3000
FAX (415) 565-3012

Chapter 1 Rural Technical Assistance Centers (R-TACs)

The R-TACs, working with rural Chapter 1 program staff, provide training and other technical assistance to improve Chapter 1 projects. They can provide expertise, workshops and materials to help states and their rural districts to meet the needs of educationally disadvantaged children. Requests for assistance from R-TACs should be made through the SEA Chapter 1 Coordinator. Be sure to allow lead time.

Region 1
Colleen Orsburn
RMC Research Corporation
1000 Market Street
Portsmouth, NH 03801
(603) 422-8888
(800) 258-0802
(800) 244-7175 (NH only)
FAX (603) 436-9166

Service Area: Maine, New Hampshire, Vermont, Rhode Island, Connecticut, Massachusetts, New York, and New Jersey

Region 2
Duane Richards
PRC, Inc.
2601 Fortune Circle East
Indianapolis, IN 46241
(317) 244-8160
(800) 456-2380
FAX (317) 244-7386

Service Area: Pennsylvania, West Virginia, Delaware, Maryland, District of Columbia, Kentucky, Indiana, Ohio, and Michigan

Region 3
Trudy Bacon
Educational Testing Service
Lakeside Centre
1979 Lakeside Parkway, Suite 400
Tucker, GA 30084
(404) 934-0133
1-800-241-3865
FAX (404) 723-7436

Service Area: Virginia, North Carolina, South Carolina, Tennessee, Mississippi, Alabama, Georgia, and Florida

Region 4

Service Area: North Dakota, South Dakota, Minnesota, Wisconsin, Nebraska, Iowa, Illinois, and Missouri

Dianne Seltzer
Research & Training Associates, Inc.
34 Corporate Woods
10950 Grandview, Suite 300
Overland Park, KS 66210
(913) 451-8117
(800) 638-7857
FAX (913) 451-8190

Region 5

Service Area: Arkansas, Louisiana, Kansas, Oklahoma, Texas, Colorado, Utah, Arizona, and New Mexico

Mary Taylor
RMC Research Corporation
Writer Square, Suite 540
1512 Larimer Street
Denver, CO 80202
(303) 825-3636
(800) 922-3636
FAX (303) 825-1626

Region 6

Service Area: Washington, Oregon, Idaho, Montana, Wyoming, Nevada, and California

Andy Sommer
RMC Research Corporation
522 SW Fifth Avenue, Suite 1407
Portland, OR 97204
(800) 788-1887
FAX (503) 223-8399

Region 7

Service Area: Alaska

Mike Trevisan
RMC Research Corporation
522 SW Fifth Avenue, Suite 1407
Portland, OR 97204
(800) 788-1887
FAX (503) 223-8399

Region 8

Service Area: Hawaii

Marlyn Willardson
RMC Research Corporation
522 SW Fifth Avenue, Suite 1407
Portland, OR 97204
(800) 788-1887
FAX (503) 223-8399

Region 9
Carmen Miranda
PRC, Inc.
#723 Bulgaria Street, 2nd Floor
Puerto Nuevo, PR 00922
(809) 781-3564
(809) 783-2744
FAX (809) 782-6171

Service Area: Puerto Rico

Region 10
Sondra S. Cooney
Research & Training Associates, Inc.
34 Corporate Woods, Suite 300
10950 Grandview
Overland Park, KS 66210
(913) 451-8117
(800) 638-7859
FAX (913) 451-8190

Service Area: Bureau of Indian Affairs Schools

Multifunctional Resource Centers (MRCs)

The Multifunctional Resource Centers of the Office of Bilingual Education and Minority Language Affairs offer technical assistance and training to educators, community members and parents involved with limited-English-proficient students in the public schools. Technical assistance and training are provided in such areas as curriculum, cross-cultural sensitivity, student placement, and entry/exit criteria.

Service Area 1
Adeline Becker
Brown University
New England Multifunctional
Resource Center
144 Wayland Avenue
Providence, RI 02906
(401) 274-9548
FAX (401) 421-7650

Service Area: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island

Service Area: New York State

Service Area 2
José Vasquez
Hunter College & the Research Foundation of the City University of New York
Bilingual Programs
695 Park Avenue
Hunter West 924
New York, NY 10021
(212) 772-4764
FAX (212) 650-3815

Service Area: Pennsylvania, Ohio, West Virginia, Virginia, Kentucky, New Jersey, Delaware, Maryland, and District of Columbia

Service Area 3
Mai Tran
COMSIS Corporation
8737 Colesville Road, Suite 1100
Silver Spring, MD 20910
(301) 588-0800
(800) 228-6723
FAX (301) 588-5922

Service Area: Alabama, Arkansas, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, and Tennessee

Service Area 4
Hai Tran
University of Oklahoma
Division of Continuing Education and Public Affairs
555 Constitution Avenue
Norman, OK 73037
(405) 325-1731
(800) 522-0772 (OK only)
(800) 523-7363
FAX (405) 325-1866

Service Area: Florida, Puerto Rico, and Virgin Islands

Service Area 5
Ann Willig
Florida Atlantic University
College of Education
1515 Commercial Blvd., Suite 303
Ft. Lauderdale, FL 33309
(305) 351-4110
(800) 328-6721
FAX (305) 351-4111

Service Area 6

Minerva Coyne
Wisconsin Center for Education Research
University of Wisconsin, Madison
1025 West Johnson Street
Madison, WI 53706
(608) 263-4216
FAX (608) 263-6448

Service Area: Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin

Service Area 7

Judith A. Kwiat
InterAmerica Research Associates
2360 East Devon Avenue, Suite 3011
Des Plaines, IL 60018
(708) 296-6070
FAX (708) 296-7892

Service Area: Illinois, Indiana, Kansas, Missouri, and Nebraska

Service Area 8

Betty J. Mace Matluck
Southwest Educational
Development Laboratory
211 East 7th Street
Austin TX 78701
(512) 476-6861
FAX (512) 476-2286

Service Area: North Texas

Service Area 9

Abelardo Villareal
Intercultural Development Research (IDRA)
5835 Callaghan Road, Suite 350
San Antonio, TX 78228-1190
(210) 684-8180
FAX (210) 684-5389

Service Area: South Texas

Service Area 10

Rudy Chavez
Arizona State University
College of Education
Tempe, AZ 85287
(602) 965-5688
FAX (602) 965-8887

Service Area: Arizona, Colorado, Nevada, New Mexico, and Utah

Service Area: Idaho, Montana, Oregon, Washington, and Wyoming

Service Area 11
Esther Puentes
Interface Network, Inc.
4800 S.W. Griffith Drive
Suite 202
Beaverton, OR 97005
(503) 644-5741
FAX (503) 626-2305

Service Area: Northern California

Service Area 12
Tamara Lucas
ARC Associates, Inc.
310 Eighth Street, Suite 22C
Oakland, CA 94607
(510) 834-9455
FAX (510) 763-1490

Service Area: Los Angeles

Service Area 13
Rocio Flores Moss
San Diego State University
415 W. Foothill Blvd.
Suites 350-51
Claremont, CA 91711
(619) 594-5193
(714) 652-6382 (Field Office)
FAX (619) 594-4570

Service Area: Southern California

Service Area 14
Portia Lee
California State Polytechnic University,
Pomona
Continuing Education
3801 West Temple Avenue
Pomona, CA 91768-4030
(714) 869-2261
FAX (714) 869-4398

Service Area: American Samoa, CNMI, Guam, Hawaii, Palau

Service Area 15
Wanda Moore
ARC Associates, Inc.
1314 South King Street
Suite 1456
Honolulu, HI 96814
(808) 536-4494
FAX (808) 531-7802

Service Area 16
Richard Littlebear
Interface Network, Inc.
4155 Tudor Centre Drive
Suite 103
Anchorage, AK 99508
(907) 563-7787
FAX (907) 563-8181

Service Area: Alaska

Title IV Desegregation Assistance Centers (DACs)

The purpose of the DACs is to provide technical assistance in matters and issues related to desegregation. In addition to specific technical assistance relating to school desegregation, the DACs also provide help in areas relating to race, gender, and national origin.

Region I
John Correiro
Brown University
144 Wayland Avenue
Providence, RI 02906
(401) 274-9548

Service Area: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

Region II
Lamar Miller
New York University
32 Washington Place, 7th Floor
New York, NY 10003
(212) 998-5100

Service Area: New Jersey, New York, Puerto Rico, and Virgin Islands

Region III
Sheryl Denbo
Mid-Atlantic Equity Consortium
5403 Duvall Drive
Bethesda, MD 20816
(301) 657-7741

Service Area: Delaware, District of Columbia, Maryland, Pennsylvania Virginia, and West Virginia

Region IV
Gordon Foster
Miami Equity Associates, Inc.
8603 South Dixie Highway
Miami, FL 33143
(305) 669-0114

Service Area: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee

Region V

Service Area: Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin

Percy Bates
Regents of the University of Michigan
4725 East Jefferson, Room 1322, U-M
Ann Arbor, MI 48109
(313) 763-9910

Region VI

Service Area: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas

Alicia Sosa
Intercultural Development Research Association
5835 Callaghan Road, Suite 350
San Antonio, TX 78210
(210) 684-8180

Region VII

Service Area: Iowa, Kansas, Missouri, and Nebraska

Charles Rankin
Kansas State University
Bluemont Hall
Manhattan, KS 66506-5327
(913) 532-6408

Region VIII

Service Area: Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming

Gerald Brown
Metropolitan State College/Denver
1100 Stout Street, Suite 800
Denver, CO 80204
(303) 556-2999

Region IX

Service Area: Arizona, California, and Nevada

Harriett Doss-Willis
Southwest Regional Laboratory
4665 Lampson Avenue
Los Alamitos, CA 90720
(310) 598-7661

Region X

Service Area: Alaska, American Samoa, Guam, Hawaii, Idaho, North Mariana Islands, Oregon, Trust Territory of the Pacific, and Washington

Ethel Simon-McWilliams
Northwest Regional Educational Laboratory
101 SW Main Street, Suite 500
Portland, OR 97204
(503) 275-9507

Office of Educational Research and Improvement (OERI) Laboratories

The OERI laboratories help educators solve problems in their schools by identifying solutions, trying new approaches, furnishing research results and publications, and providing training to teachers and administrators. All laboratories are paying particular attention to the needs of at-risk students and small rural schools.

Appalachia Educational Laboratory, Inc. (AEL)
1031 Quarter Street
PO Box 1348
Charleston, WV 25325
(304) 347-0400
(800) 624-9120 (outside WV)
(800) 344-6646 (WV only)

Service Area: Kentucky, Tennessee, Virginia, and West Virginia

Far West Laboratory for Educational Research and Development (FWL)
730 Harrison Street
San Francisco, CA 94107-1242
(415) 565-3000

Service Area: Arizona, California, Nevada, and Utah

Mid-Continent Regional Educational Laboratory (McREL)

Service Area: Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming

Denver Office:
2550 S Parker Road, Suite 500
Aurora, CO 80014
(303) 337-0990

Kansas City Office:
4709 Belleview Avenue
Kansas City, MO 64112
(816) 756-2401

North Central Regional Educational Laboratory (NCREL)
1900 Spring Road, Suite 300
Oak Brook, IL 60521
(708) 571-4700

Service Area: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin

Service Area: Alaska, Idaho, Montana, Oregon, and Washington

Northwest Regional Educational
Laboratory (NWREL)
101 SW Main Street, Suite 500
Portland, OR 97204-3297
(503) 275-9500

Service Area: American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, and Republic of Palau.

Pacific Regional Educational
Laboratory (PREL)
1164 Bishop Street, Suite 1409
Honolulu, HI 96813
(808) 532-1900

Service Area: Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands

Regional Laboratory for Educational
Improvement of the Northeast
Islands
300 Brickstone Square, Suite 900
Andover, MA 01810
(508) 470-0098
(800) 347-4200

Service Area: Delaware, District of Columbia, Maryland, New Jersey, and Pennsylvania

Research for Better Schools, Inc. (RBS)
444 N Third Street
Philadelphia, PA 19123-4107
(215) 574-9300

Service Area: Alabama, Florida, Georgia, Mississippi, North Carolina and South Carolina

SouthEastern Regional Vision
for Education (SERVE)

Headquarters:
University of North Carolina at
Greensboro
PO Box 5367
Greensboro, NC 27435-5367
(919) 334-3211
(800) 755-3277

Field Office:
Office of Policy Research
and Improvement
Florida Department of Education
325 W Gaines Street, Suite 414
Tallahassee, FL 32399-0400
(904) 488-1611

Southwest Educational Development
Laboratory (SEDL)
211 E Seventh Street
Austin, TX 78701
(512) 476-6861

Service Area: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas

Title VII Evaluation Assistance Centers (EACs)

The Office of Bilingual Education and Minority Language Affairs Evaluation Assistance Centers provide technical assistance to State education or local operating agencies on Title VII program evaluation and student assessment. They develop or identify and disseminate materials for program evaluation and needs assessment of limited English proficient students.

East
Charlene Rivera, Director
1730 N Lynn Street, Suite 401
Arlington, VA 22209
(800) 925-3223

Service Area: All states east of the Mississippi, and Texas, District of Columbia, Puerto Rico and the Virgin Islands

West
Paul Martinez, Director
121 Tijeras, NE, Suite 2100
Albuquerque, NM 87102
(800) 247-4269

Service Area: All states west of the Mississippi, with the exception of Texas, and the Pacific island nations.

◆◆◆◆◆

Sources

Bates, Perry. Conversation, August 24, 1993.
Chapter 1 Rural Technical Assistance Centers listing, July 1993.
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Migrant Education Directory. Las Cruces, NM: ERIC/CRESS, 1986.
Technical Assistance and Dissemination Network: Multifunctional Resource Centers listing, Office of Bilingual Education and Minority Languages Affairs, fiscal year 1993.
"Texas Migrant Interstate Program" brochure. Pharr, TX: Texas Migrant Interstate Program, u.d.
Title IV Desegregation Assistance Center Project Director's List, u.d.

APPENDIX C

STAFFING

Appendix C consists of copies of sample job descriptions for positions in a Migrant Education secondary program. Some are copies of job descriptions incorporated in other sections of Options and Resources. Possibly no job description would be used without alterations reflecting local conditions; however, these descriptions may serve as a starting point for programs considering staffing issues. Sometimes a program will combine various functions within one position. For example, in a summer program the migrant counselor may also be the teacher or the program director may double as the bus driver. In this selection, the data entry and migrant records clerk positions are combined.

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Sample Job Description

Job Title: Migrant Program Director

Qualifications:

- Bachelor's or master's degree with teaching certification
- Three years experience in administration of secondary program
- Ability to relate to a cross-section of people on a professional and personal basis
- Knowledge of migrant farmworker population
- Bilingual (English/____________) preferred

Responsibilities:

- Interviews/recommends qualified applicants for positions
- Assigns, observes, evaluates staff
- Conducts program needs assessment
- Oversees development and implementation of program design, delivery of services and curriculum
- Prepares, monitors budget, approves purchase orders
- Coordinates staff training and assists with inservice planning
- Serves as liaison with regular school staff
- Coordinates with health, social services, other agencies
- Arranges for facilities if necessary
- Promotes migrant program with growers and other community members
- Writes end-of-year/end-of-program report
- Performs other duties as assigned

Sample Job Description

Job Title: Migrant Recruiter

Qualifications:

- High school diploma and demonstrated reading and writing ability
- Bilingual (English and ____________)
- Ability to relate to a cross-section of people on a professional and personal basis
- Good communication skills
- Thorough knowledge of the geographic area
- Willingness to work irregular hours when necessary
- Flexible approach to work assignments
- Possessing own transportation

Responsibilities:

- Understands all federal regulations pertaining to the Migrant Education Program
- Completes specified training for recruiters
- Attends all recruiter meetings
- Follows all procedures and practices in the state ID&R handbook and any other directives issued by the State Department of Education
- Identifies all eligible migrant students (ages 0-21) residing within the boundaries of the assigned school district(s)
- Completes Certificates of Eligibility and obtains a parent/guardian signature for documentation of eligibility for all eligible students
- Submits completed forms to the MSRTS clerk
- Works under the supervision of the migrant project director and with school principals, teachers, secretaries, and nurses in maintaining appropriate records
- Serves as liaison between home and school, continually striving to maintain positive communication
- Assists with recruitment of parents for membership in Parent Advisory Council (PAC) and PAC activities
- Provides or facilitates supportive services to migrant youth and families as necessary to enable migant youth to receive a sound education
- Completes all work completely, accurately, and promptly
- Performs other duties as assigned

Adapted from: Leon Johnson and Vidal A, Rivera, Jr, Recruiting Migrant Students: Administrator's Guide. Harrisburg, PA: Pennsylvania Migrant Education, June 1989,

Sample Job Description

Job Title: Secondary Advocate

Qualifications:

- Bachelor's or master's degree in education/counseling
- Working knowledge of the Migrant Education Program
- Working knowledge of public/private resources available to migrant students and families
- Understanding of diverse cultures of migrant families
- Effective oral/written communication skills
- Ability to relate to secondary youth
- Organizational/leadership skills
- Bilingual (English/________) preferred

Responsibilities:

- Assists with identification and recruitment procedures
- Meets with school staff and parents of migrant students to discuss problems and solutions
- Assists school staff in appropriate grade/program placement for migrant students
- Assists with secondary credit exchange and accrual and early withdrawal/late entry procedures
- Conducts one-on-one or small group counseling sessions to determine student needs, then makes appropriate referrals
- Monitors student progress, reviewing grades, attendance and behavior and consults with appropriate school staff, parents and students
- Provides or facilitates students' access to tutorial assistance
- Provides or facilitates students' access to vocational and post-secondary information, including assisting with financial aid and scholarship applications
- Assists migrant students and families in utilizing local services/resources
- Assists in the coordination of parent involvement activities
- Assists in public relations activities
- Stays abreast of current research in secondary education
- Submits periodic reports to supervisors as required
- Performs other duties as assigned

Based on information provided by the Florida Migrant Education Program

Sample Job Description

Job Title: Migrant Counselor

Qualifications:

- Bachelor's or master's degree in counseling
- Minimum of three years counseling students grades 7-12 preferred
- Ability to relate to secondary youth
- Knowledge of and experience in using MSRTS records preferred
- Experience working with migrant students preferred
- Bilingual (English/________) preferred

Responsibilities:

- Reads and evaluates student records
- Based on evaluation of all records, prescribes course work that will lead to graduation and achievement of career plans
- Communicates student needs to classroom teacher
- Explains to student alternative and/or accelerated methods of acquiring credits as necessary
- Works with director establishing and coordinating registration procedures
- Coordinates student intake procedures with ID&R staff
- Monitors to ensure a smooth and timely flow of enrollment and withdrawal forms
- Ensures that all student grades have been submitted by teachers and recorded appropriately at the end of school year/program or withdrawal
- Counsels students in career awareness
- Serves as liaison for students with summer school/homebase school/previous school
- Communicates with parents
- Shows personal regard for students in daily interaction
- Performs other duties as assigned

Sample Job Description

Job Title: Migrant Teacher

Qualifications:

- Valid teaching certificate for secondary level
- Competence in effective teaching practices
- Genuine interest in migrant youth
- Two years classroom teaching experience preferred
- Bilingual (English/____________) preferred

Responsibilities:

- Develops instructional plans
- Implements effective teaching practices, maintaining the classroom in such a way that an environment conducive to learning is created
- Maintains appropriate records on each student, giving records clerk information
- Evaluates student performance
- Works with counselor to coordinate recordkeeping with previous/homebase school as necessary
- Works with students on assisted studies courses as necessary
- Communicates with parents
- Supervises instructional aide(s)
- Performs other duties as assigned

Sample Job Description

Job Title: Migrant Records/Data Entry Clerk

Qualifications:

- High school diploma or equivalent
- Good oral and written communication skills
- Experience with computers/keyboarding preferred
- Interest in details
- Bilingual (English/__________) preferred

Responsibilities:

- Completes specified training
- Completes necessary forms for migrant student enrollments
- Verifies necessary parent signatures concerning last qualifying move and certification of eligibility
- Transmits all pertinent information to MSRTS
- Prepares and submits statistical reports
- Maintains and records insurance claims
- Updates migrant student information as necessary
- Performs other duties as assigned

Sample Job Description

Job Title: Parental Involvement Coordinator

Qualifications:

- Bachelor's or master's degree in education or social sciences
- Three years experience in education
- Ability to relate to a cross-section of people on a professional and personal basis
- Experience in making presentations, particularly to parent groups
- Knowledge of migrant farmworker population
- Bilingual (English/____________) preferred

Responsibilities:

- Serves as overall coordinator for parental involvement program
- Works with planning group on parental involvement goals
- Facilitates and coordinates Parent Advisory Council (PAC) functions
- May organize and coordinate activities of a parent resource center
- Develops and distributes various materials for parents
- Sends out news releases announcing activities
- Conducts staff development activities in parental involvement practices
- Serves as liaison with staff and parents
- Makes presentations to parent groups
- Leads planning for parental involvement activities
- Oversees work of assistant(s) and parent volunteers
- Performs other duties as assigned

Sample Job Description

Job Title: Parental Involvement Assistant*

Qualifications:

- High school diploma or equivalent
- Ability to relate to a cross-section of people on a professional and personal basis
- Good oral communication skills
- Knowledge of migrant farmworker population
- Bilingual (English/___________) preferred

Responsibilities:

- Assists in providing programs/activities for parents
- Conducts home visits
- Keeps a log of each parent contact
- May prepare materials for parents to use with their children/youth
- Participates in inservice training
- Performs other duties as assigned

---

* Many programs hire migrant parents as parental involvement assistants. Migrant parents have the advantage of knowing and being known in the migrant community.

Sample Job Description

Job Title: Instructional Aide

Qualifications:

- High school diploma or equivalent
- Reliable, warm personality, ability to work as team member
- Genuine interest in migrant youth
- Basic clerical skills
- Ability to follow directions
- Bilingual (English/____________) preferred

Responsibilities:

- Carries out instructional plans as directed by teacher
- Acts as a tutor for individual students as assigned
- Participates in in-service training
- Assists with clerical and routine duties
- Assists with maintenance of classroom as necessary to yield a positive learning environment
- Shows personal regard for students in daily interaction
- Performs other duties as assigned

Sample Job Description

Job Title: Summer Student Aide *

Qualifications:

- At-risk high school student
- Eligible for JTPA support
- Reliable, warm personality, ability to work as team member
- Ability to read and write
- Ability to follow directions
- Bilingual (English/____________) preferred

Responsibilities:

- Acts as a tutor for individual students as assigned
- Assists with special events such as field trips
- Works on his/her own credit make-up, possibly through assisted studies program such as Portable Assisted Study Sequence (PASS)
- Shows personal regard for students in daily interaction
- Performs other duties as assigned

* The Student Summer Aide position is planned as an interagency effort between Migrant Education and Job Training Partnership Act (JTPA) (See Interagency Cooperation and Coordination section of Options and Resources). The Migrant Education program provides an opportunity for a youth to work as a supervised tutor in the summer program while the JTPA program provides a stipend and educational support for a qualified youth. Migrant Education programs wishing to investigate this possibility should call their county's summer youth employment program, requesting a summer youth employment position and giving a job description for the assistance needed. JTPA Section 402 regulations require that youth have no prior employment experience outside of agriculture to be eligible for the work experience program.

APPENDIX D

SAMPLE FORMS & EXHIBITS

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Texas
Education
Agency

1701 NORTH CONGRESS AVENUE AUSTIN, TEXAS 78701-1494 (512) 463-9734

Interstate Migrant Secondary Cooperative Agreement Between Texas Education Agency and Office of the Superintendent of Public Instruction

The state of Texas, represented by the Texas Education Agency (TEA), and the State of Washington, represented by the Office of the Superintendent of Public Instruction (OSPI), enter into the following cooperative agreement.

Whereas, the children of farmworkers migrate regularly between Texas and Washington States, and

Whereas, the education of these children is a shared responsibility between these states, and

Whereas, the schools of Texas and Washington have worked hard to overcome the barriers to education for migrant children

We agree to the following:

1. To encourage communication among educators in both states to facilitate the transfer of high school credits for migrant students ultimately leading toward their graduation.
2. To support and facilitate the completion and acceptance for credit of course work started in one state and completed in the other state.
3. To support and accept the exchange of high school credits and partial credits between school districts in our states.
4. To accept the supplementary course work provided by each state (Texas: University of Texas Skill Building Courses; Washington: P.A.S.S. Program) and facilitate its completion.
5. To provide support for the completion of state or local competency testing requirements for high school students.

WE, the undersigned, hereby agree to work in a cooperative effort to promote and facilitate instructional practices and policies which meet the needs of migrant children.

10/6/92
Lionel R. Meno — Date
TEA Commissioner

Judith A. Billings 10/14/92
Judith A. Billings — Date
OSPI State Superintendent

Frank Contreras 10/6/92
Frank Contreras — Date
State Director of Migrant Education

10/15/92
Raul de la Rosa — Date
State Director of Migrant Education

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Selected Dropout/Graduation Rate Studies

Date	Study	Findings
1974	Exotech Systems, Inc.	National dropout rate for migrant students is at least 89%.
1979	Texas Education Agency (Hinojosa, Miller, et al)	73% of migrant students in 3 districts in Region Two Texas dropped out.
1982	Texas Education Agency	50% dropout rate found for students in selected Texas districts.
1985	Mark Duerr	26-37% of migrant students in Region II California dropped out.
1986	Texas Education Agency	50% of all Texas migrant students dropped out.
1987	Migrant Attrition Project	Graduation rate for migrant students nationally is 49%.
1992	National Program for Secondary Credit Exchange and Accrual	Nationally, 50.7% of migrant students graduate.

Effects of Mobility on Migrant Secondary Students

- Loss of credit due to:
    - insufficient days of attendance (late arrival), and/or
    - failure to take final exams (early departure),
- Exclusion by receiving schools in late spring,
- Misunderstandings of differences in credit value,
- Failure to combine credits/award partial credit,
- Differences in course descriptions and courses required for graduation,
- Differences in proficiency or competency test requirements, and
- Lack of availability of needed courses.

Source: MESA, 1988

Migrant Dropout Indicators

- Grade retention and overage factor
- School interruption and poor attendance
- Lack of credit accrual
- Low academic performance
- Lack of participation in extracurricular activities
- Low teacher expectations
- Teenage parenthood
- Limited English proficiency (LEP)
- Lack of career planning
- Low self-esteem
- Lack of parental support for education

Sources: GRAPE-1987, MESA-1989, MARITS-1989, IMSSP-1986, IMSTP-1987, Graham-nd.

Success Factors for School Completion

- Strong parental support
- High academic performance
- Participation in school activities
- High self-esteem
- Older sibling graduation
- Continuity of education

Sources: GRAPE-1987, MESA-1989, MARITS-1989, IMSSP-1986, IMSTP-1987, Graham-nd.

6/11/93

CONNECTICUT MIGRATORY CHILDREN'S PROGRAM
RECERTIFICATION OF ELIGIBILITY
COUNTY: (CTHFQY) BRIDGEPORT MIGRATORY PROGRAM
SCHOOL YEAR 1993-94

LEGAL PARENTS:

Father's: SANCHEZ (Last Name) JOSE (First Name)

Mother's: SANCHEZ (Last Name) MARIA (First Name)

CURRENT PARENTS:

Last Name ________ First Name ________ Relationship ________

Last Name ________ First Name ________ Relationship ________

CURRENT RESIDENCE: 123 FIRST ST. (Number and street) BRIDGEPORT (City) CT (State/Country) 06604-0000 (Zip)

CHANGE OF ADDRESS: ____________________

MOVE FROM: DAYTONA (City) FL (State)

MOVE TO: COCO BEACH (City) FL (State)

CHILDREN IN FAMILY

MSRTS NO. MNE	LAST NAME	FIRST NAME	MI	SEX	B. DATE	RACE	SCHOOL	GR	SCH.ID	R. DATE	T. FLAG	STAT	Q.A.D.	E.O.E.
12345678 ABC	SANCHEZ	MARIA	C	F	122880	4				120691		3	071090	071096
12345678 ABC	SANCHEZ	ANNA		F	082983	4				120691		3	071090	071096
12345678 ABC	SANCHEZ	ELVA	A	F	121181	4				120691		3	071090	071096

Complete this section only for families who were current migrants when the original COE was completed last year and for whom one year has passed since the last qualifying move.

I give permission for my child(ren) to be considered formerly migratory for the duration of the eligibility period. I have the right to withdraw my child(ren) at any time while enrolled in the Migrant Education Program.

PARENT SIGNATURE ____________________ DATE ____________________

INFORMATION VERIFIED ____________________ MIGRANT STAFF PERSON ____________________ PROJECT COORDINATOR ____________ DATE

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Student Survey

Student Name ______________________

Parent or Guardian ______________________

Mailing Address ______________________

Location of House ______________________

City ______________ State ______________

Zip ______________ Telephone ______________

1. Have you moved within the past 6 years, even for a short time?

   Yes ☐ No ☐

2. When you moved, did you move from one school district to another?

   Yes ☐ No ☐

3. Did you move so that a member of your family could find work in agriculture or fishing?

   Yes ☐ No ☐

Questionario Para Estudiantes

Nombre del estudiante ________________________________

Padre/madre o guardián ________________________________

Dirección para el correo ________________________________

Dirección de la casa ________________________________

Ciudad ________________ Estado ________________

Apartado de correos ________________ Teléfono ________________

1. ¿Se ha mudado en los últimos seis años, incluso por poco tiempo?

   Sí ☐ No ☐

2. ¿Cuando se mudó, cambió de un distrito escolar a otro?

   Sí ☐ No ☐

3. ¿Se mudó para que un miembro de su familia pudiera encontrar trabajo en la agricultura o en la pesca?

   Sí ☐ No ☐

Recruiter Training Agenda

1. Overview of Migrant Education Program (MEP)

- History and purpose of the program
- MEP areas of focus
    - ID&R
    - The Migrant Student Record Transfer System (MSRTS)
    - Coordination of services to migrant students
    - Early education
    - Graduation enhancement
    - Secondary credit exchange and accrual
    - Secondary program options

2. Identification and recruitment

- The purpose and importance of ID&R
- Review of most current federal regulations on migrant child eligibility, eligibility case studies, and state policies and guidelines
- Review of Certificate of Eligibility (COE), procedures for verifying accuracy and completeness of data, requirements for filing and maintaining COEs
- Procedures for enrolling students in MSRTS, including procedures for COE transmittal, mass enrollment and residency verification
- Procedures for conducting parent/guardian interviews, including communication skills and cultural awareness
- Strategies for locating potentially eligible migrant children and coordination with other community agencies

3. Migrant Student Record Transfer System (may be combined with 1 and 2)

- History and purpose of MSRTS
- Overview of school district required MSRTS activities and implementation guidelines, including:
    - Priorities and procedures for submitting enrollment, education, health, and withdrawal data to the MSRTS
    - Requirements for filing and keeping records and procedures for completing logs to document MSRTS data
    - Strategies for assessing the effectiveness of the required MSRTS activities
- Procedures for removing misidentified students from MSRTS data bank
- Overview of applicable MSRTS management reports
- Uses of MSRTS data by school personnel (teachers, counselors, nurses, etc.)

Individual Student Needs Assessment Form

Name: __________ D.O.B.: ______ Age: ____ MSRTS #: ______
Parent/Guardian Name: __________ Relationship: ________ Phone: ______
Homebase Address: __________ City: ______ State: ______
Current Address: __________ City: ______ State: _____ Phone: ______
Arrival Date: ________ Projected Departure Date: ______ Migrant Status: ______
Months Anticipated in Area (circle all that apply): Jan. Feb. Mar. Apr. May Jun.
Jul. Aug. Sept. Oct. Nov. Dec.
Work Schedule: Morning ☐ Afternoon ☐ Evening ☐

I. SCHOOL INFORMATION

Homebase School Name/District: __________ Current Grade: ______
School Address: __________ City: ______ State: ______
Contact Person: __________ Phone: ______ Fax: ______

II. ACADEMIC/CREDIT NEEDS

JUNIOR HIGH/MIDDLE SCHOOL School Year: 19__ - 19__

Circle appropriate Term	English Language Arts	Mathematics	Social Studies	Science	Physical Education	Computer Literacy	Electives
Fall Spring Summer							

HIGH SCHOOL (Indicate course title in boxes below by subject area and term) School Year: 19__ - 19__

Term	English	Mathematics	Social Studies	Science	Foreign Language
Fall Spring Summer					

Term	Physical Education	Computer Science	Health	Fine Arts	Electives
Fall Spring Summer					

OUT OF SCHOOL Year Last Attended: ______

Semester (If appropriate)	ESL / Literacy	Basic Skills	Pre-GED	GED	Other

Name of Last School Attended: __________
Address: __________ City: ______ State: ______ Zip Code: ______

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III. PROFICIENCY TEST NEEDS

Homebase State: ____________________ Test Name: ____________________

Passed all sections required: Yes ☐ No ☐ Social Security #: ______-______-______

Section(s) Needed to Pass: ____

IV. LANGUAGE NEEDS

Name of Assessment Instrument: ____

Testing Date: ____________ Language: ____________________

Oral Language Proficiency Level: Beginner ☐ Intermediate ☐ Advanced ☐

V. SUPPORT SERVICE NEEDS

Service	Referral Date	Comments
Counseling		
Medical/Dental		
Social Services		
Employment		
Child Care		
Transportation		
Other		
Other		

VI. COMMENTS / RESOLUTION

Counselor or other school personnel comments: Date of contact: ____________

Course / Instruction Offered:

____________________ Date Enrolled: ____________ Date Completed: ____________

______________________________ ____________________

Staff Person Completing Form Date

Migrant Student Needs Assessment
Program Summary Form

Program/District: ____________________ State: ______________ Term: ___________ Year: ____________

I. STUDENT INFORMATION

Grade Level		Migrant Status Totals		Gender Totals	
	Totals	Currents	Formers	Female	Male
7					
8					
9					
10					
11					
12					
Out of School					
Ungraded					
Total					

II. STUDENT MIGRATION TOTALS BY MONTH OF PROJECTED ARRIVAL AND DEPARTURE

Month	Arrival	Departure
Jan.		
Feb.		
Mar.		
Apr.		
May		
Jun.		
Jul.		
Aug.		
Sept.		
Oct.		
Nov.		
Dec.		

Note: Arrival and departure data can be plotted on a graph to display migration patterns.

III. ACADEMIC/CREDIT NEEDS

A. Junior High/Middle School

SUBJECT	7th	8th	Total
English			
Mathematics			
Social Studies/History			
Science			
Physical Education			
Computer Literacy			
ESL			
Electives (specify)			

B. High School - (Courses/Credits Needs by Subject Area)

ENGLISH	Total # Courses
English I	
English II	
English III	
English IV	
ESOL	
Other:	
Total	

SOCIAL STUDIES	Total # Courses
World History	
American History	
World Geography	
Government	
Economics	
Other:	
Total	

MATHEMATICS	Total # Courses
General	
Consumer	
Pre-Algebra	
Algebra I	
Algebra II	
Geometry	
Pre-Calculus	
Calculus	
Other:	
Total	

SCIENCE	Total # Courses
General	
Physical	
Biology	
Chemistry	
Physics	
Other:	
Total	

OTHER REQUIREMENTS	Total # Courses
Health	
Computer Science	
Physical Education	
Fine Arts	
Other:	

ELECTIVES (specify)	Total # Courses

C. Out of School

PROGRAM PLACEMENT	Total Participating
ESL/Literacy	
Basic Skills	
Pre-GED	
GED	
Other	

IV. PROFICIENCY TEST NEEDS

	Sections Needed to Pass		
HOMEBASE STATE			
California			
Florida			
Texas			
Other			

V. LANGUAGE NEEDS

ESL	Totals by Levels
Beginner	
Intermediate	
Advanced	
Other:	
Native Language Literacy (specify)	

VI. SUPPORT SERVICE

TYPE OF SERVICES	# Needing Service
Counseling	
Medical/Dental	
Social Services	
Employment	
Child Care	
Transportation	
Other:	

Language Proficiency Rating Instrument

I. Introduction

There are six possible levels of proficiency in five areas (accent, grammar, vocabulary, fluency, and comprehension) in which the student is rated. The rater may choose to base the determination on experience with the student, on an informal interview with the student, or on a combination of these factors. If the student is to be interviewed, follow the procedures that are described in Section II, *The Interview*. If the interviewer is familiar with the student, skip to the third section on *Scoring the Interview*.

II. The Interview

The interview should be structured in a way to provide the student with an opportunity to demonstrate his or her complete ability in English or in the target language. The interview should begin with easy general types of questions, such as:

- How are you today?
- What did you have for breakfast?
- Have you been to this school before?

Next, the interviewer should probe to determine possible directions that the interview can follow. Questions at this level should dwell on the background and interests of the student. For example:

- How did you learn English? (or the other language)
- What hobbies (or sports) do you enjoy?
- Where have you traveled?

From this point the interviewer should get the student to talk about his/her experiences as identified above. Questions should be worded in the present, past, future and conditional tenses. Students are expected to answer accordingly. Examples include:

- What are you planning to do after you finish school?
- What would you change about your education if you could?
- Will you be staying long in this state?

The interview should continue until the interviewer is satisfied that a valid sample of the student's oral language ability has been obtained. No more than 15 minutes should be needed if the interview is conducted properly.

III. Scoring the Interview

In each of the areas on the attached Language Proficiency Description sheet, determine the highest level that best describes the student's language proficiency. Circle the number on the Oral Language Proficiency Rating Sheet. Total the numbers, weight each category as instructed, and arrive at a language proficiency rating of 1-5.

Language Proficiency Descriptions*

Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent making understanding difficult, requiring frequent repetition.
3. "Foreign" accent that requires concentrated listening: mispronunciation leading to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign" accent and occasional mispronunciations which do not interfere with understanding.
5. Native pronunciation, with no trace of "foreign" accent.

Grammar

1. Grammar almost entirely inaccurate except in common phrases.
2. Constant errors showing control of very few major patterns, relative to a native speaker of that age level, and frequently preventing communication.
3. Frequent errors showing lack of control of some major patterns and causing more misunderstanding than would be expected for a native speaker of that age level.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure, but still lacking full control over grammar that is expected of that age.
6. No more than two errors during the interview, other than those typical of a child of the same age who is a native speaker of that language.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, family, etc.)
3. Choice of words sometimes more inaccurate than would be expected of a native speaker of the same age, and limitations of vocabulary that prevent continuous conversation.
4. Vocabulary adequate to carry on basic conversation but some circumlocutions are present.
5. Vocabulary almost as broad and precise as would be expected of a native speaker of the same age.
6. Vocabulary apparently as accurate and extensive as that of a native speaker of the same age.

Fluency

1. Speech so halting and fragmentary that conversation is virtually impossible.
2. Speech very slow and uneven except for short or routine sentences.
3. Speech more hestitant and jerky than a native speaker of the same age; sentences left uncompleted.
4. Speech occasionally hesitant, with some unevenness caused by rephrasing and groping for words, more so than would be typical for that age level.
5. Speech effortless and smooth, but perceptibly non-native in speed and evenness.
6. Speech on all topics that are of interest to that age level as effortless and smooth as a native speaker's.

Comprehension

1. Understands too little for the simplest type of conversations.
2. Understands only slow, very simple speech on concrete topics; requires more repetition and rephrasing than would be expected of a native speaker of the same age.
3. Understands careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.
4. Understands adult speech quite well directed to him, but still requires more repetition or rephrasing than a native speaker of the same age.
5. Understands everything in conversation except for colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech expected of a native speaker of the same age.

---

* The descriptions of proficiency are adapted from the Foreign Service Institute Oral Interview Technique developed by the Educational Testing Service (1970).

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ENGLISH ORAL LANGUAGE PROFICIENCY RATING SHEET

STUDENT ______________________________

SCHOOL ______________________________

INTERVIEWER ______________________________

DATE ______________________________

AREA DESCRIPTIONS	WEIGHTED MULTIPLIERS	SCORES	WEIGHTED SCORES
Accent	1x	_____	_____
Grammar	6x	_____	_____
Vocabulary	4x	_____	_____
Fluency	2x	_____	_____
Comprehension	4x	_____	_____
	TOTAL WEIGHTED SCORES		_____
	ORAL LANGUAGE PROFICENCY LEVEL		_____

CONVERSION TABLE TO DETERMINE ORAL LANGUAGE PROFICIENCY LEVEL

TOTAL WEIGHTED SCORE	LEVEL
16-32	1
33-50	2
51-70	3
71-92	4
93-99	5

Descriptors of Language Categories

1. Cannot participate in even simple conversation
2. Can participate in only simple social conversation with restricted vocabulary, simple grammar and frequent repetition
3. Can communicate in most contexts; requires somewhat slower speech and some repetitions; grammatical and vocabulary limitations occasionally interfere
4. Can participate effectively in most situations, requiring only occasional clarification, repetition or assistance with expression
5. Participates without difficulty in everyday conversation and normal classroom discussion

Staff Training Agenda

1. Introduction to Migrancy

   - Overview of migrant farmworkers

     - description of population
     - awareness of specific needs of local groups
     - effects of mobility on educational process

   - Cultural awareness

     - characteristics of the population to be served
     - effects of culture on the educational process

2. Secondary Migrant Youth

   - Characteristics
     - who are they?
     - what do they bring to the educational setting?
     - what influences their lives?
     - awareness of special needs

3. Overview of Migrant Education

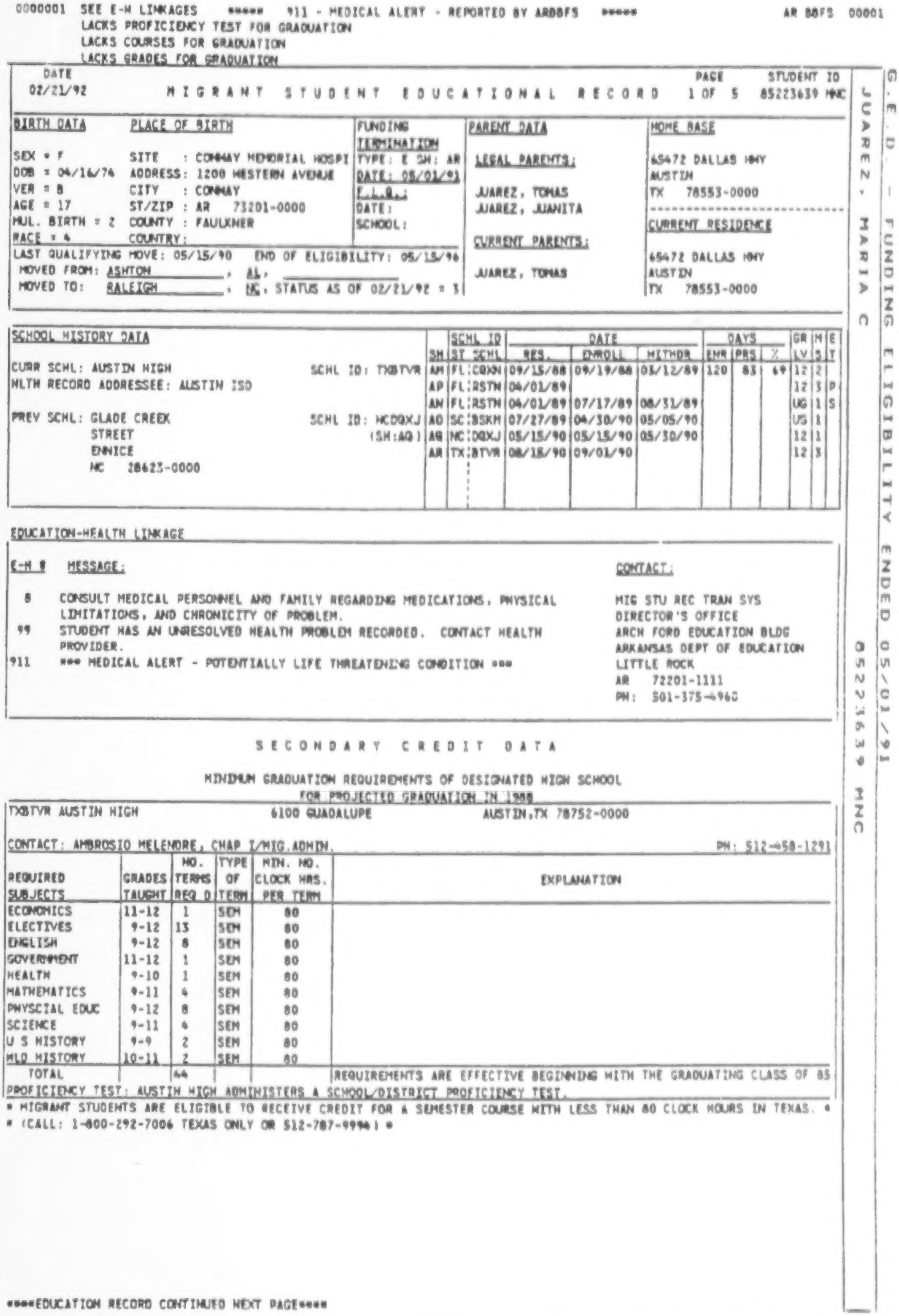
   - History and purpose of Migrant Education
   - Local structure

4. Program Preparation

   - Identification and recruitment
     - specialized procedures for finding elusive secondary youth
     - numbers identified/trends forecasted
   - Needs assessment
     - instrument design
     - administration
     - data analysis
   - Migrant Student Record Transfer System (MSRTS)
     - procedures for entering/accessing data
     - procedures for credit accrual
   - Credit accrual
     - procedures for assuring that credits are recorded and accepted
     - overview of proficiency tests and graduation requirements

5. Program Design and Implementation

   - Overview of Planned program design(s)
     - rationale
     - goals
     - delivery
     - logistics
   - Provision of instructional techniques and delivery methods relevant to the program design and student need
   - Review of materials/curriculum, ideas for use and adaptations for individual needs
   - Review of policies/procedures - norms of behavior expected for attendance and regulations governing the educational setting
   - Identification of additional support needs
   - Review evaluation goals and procedures for assessing program success



0000001 SEE E-H LINKAGES ***** 911 - MEDICAL ALERT - REPORTED BY ARBBFS ***** AR BBFS 00001
LACKS PROFICIENCY TEST FOR GRADUATION
LACKS COURSES FOR GRADUATION
LACKS GRADES FOR GRADUATION

DATE 02/21/92 — MIGRANT STUDENT EDUCATIONAL RECORD — PAGE 1 OF 5 — STUDENT ID 85223639 MNC

BIRTH DATA
SEX = F
DOB = 04/16/74
VER = B
AGE = 17
MUL. BIRTH = 2
RACE = 4

PLACE OF BIRTH
SITE : CONWAY MEMORIAL HOSPI
ADDRESS: 1200 WESTERN AVENUE
CITY : CONWAY
ST/ZIP : AR 73201-0000
COUNTY : FAULKNER
COUNTRY:

FUNDING TERMINATION
TYPE: E SH: AR
DATE: 05/01/91
F.L.Q.:
DATE:
SCHOOL:

LAST QUALIFYING MOVE: 05/15/90 END OF ELIGIBILITY: 05/15/96
MOVED FROM: ASHTON, AL,
MOVED TO: RALEIGH, NC, STATUS AS OF 02/21/92 = 3

PARENT DATA

LEGAL PARENTS:
JUAREZ, TOMAS
JUAREZ, JUANITA

CURRENT PARENTS:
JUAREZ, TOMAS

HOME BASE
65472 DALLAS HWY
AUSTIN
TX 78553-0000

CURRENT RESIDENCE
65472 DALLAS HWY
AUSTIN
TX 78553-0000

SCHOOL HISTORY DATA

CURR SCHL: AUSTIN HIGH SCHL ID: TXBTVR
HLTH RECORD ADDRESSEE: AUSTIN ISD

PREV SCHL: GLADE CREEK SCHL ID: NCDQXJ
STREET (SH:AQ)
ENNICE
NC 28623-0000

SH	SCHL ID ST SCHL	DATE RES.	DATE ENROLL	DATE WITHDR	DAYS ENR	DAYS PRS	DAYS %	GR LV	M S	E T
AM	FL:CQXN	09/15/88	09/19/88	03/12/89	120	83	69	12	2	
AP	FL:RSTN	04/01/89						12	3	P
AN	FL:RSTN	04/01/89	07/17/89	08/31/89				UG	1	S
AO	SC:BSKH	07/27/89	04/30/90	05/05/90				UG	1	
AQ	NC:DQXJ	05/15/90	05/15/90	05/30/90				12	1	
AR	TX:BTVR	08/18/90	09/01/90					12	3	

EDUCATION-HEALTH LINKAGE

E-H #	MESSAGE:
8	CONSULT MEDICAL PERSONNEL AND FAMILY REGARDING MEDICATIONS, PHYSICAL LIMITATIONS, AND CHRONICITY OF PROBLEM.
99	STUDENT HAS AN UNRESOLVED HEALTH PROBLEM RECORDED. CONTACT HEALTH PROVIDER.
911	*** MEDICAL ALERT - POTENTIALLY LIFE THREATENING CONDITION ***

CONTACT:
MIG STU REC TRAN SYS
DIRECTOR'S OFFICE
ARCH FORD EDUCATION BLDG
ARKANSAS DEPT OF EDUCATION
LITTLE ROCK
AR 72201-1111
PH: 501-375-4960

SECONDARY CREDIT DATA

MINIMUM GRADUATION REQUIREMENTS OF DESIGNATED HIGH SCHOOL
FOR PROJECTED GRADUATION IN 1988

TXBTVR AUSTIN HIGH 6100 GUADALUPE AUSTIN,TX 78752-0000

CONTACT: AMBROSIO MELENDRE, CHAP I/MIG.ADMIN. PH: 512-458-1291

REQUIRED SUBJECTS	GRADES TAUGHT	NO. TERMS REQ D	TYPE OF TERM	MIN. NO. CLOCK HRS. PER TERM	EXPLANATION
ECONOMICS	11-12	1	SEM	80	
ELECTIVES	9-12	13	SEM	80	
ENGLISH	9-12	8	SEM	80	
GOVERNMENT	11-12	1	SEM	80	
HEALTH	9-10	1	SEM	80	
MATHEMATICS	9-11	4	SEM	80	
PHYSCIAL EDUC	9-12	8	SEM	80	
SCIENCE	9-11	4	SEM	80	
U S HISTORY	9-9	2	SEM	80	
WLD HISTORY	10-11	2	SEM	80	
TOTAL		44			REQUIREMENTS ARE EFFECTIVE BEGINNING WITH THE GRADUATING CLASS OF 85

PROFICIENCY TEST: AUSTIN HIGH ADMINISTERS A SCHOOL/DISTRICT PROFICIENCY TEST.

* MIGRANT STUDENTS ARE ELIGIBLE TO RECEIVE CREDIT FOR A SEMESTER COURSE WITH LESS THAN 80 CLOCK HOURS IN TEXAS. *
* (CALL: 1-800-292-7006 TEXAS ONLY OR 512-787-9994) *

****EDUCATION RECORD CONTINUED NEXT PAGE****

JUAREZ, MARIA C 05223639 MNC

G.E.D. - FUNDING ELIGIBILITY ENDED 05/01/91

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0000002 AR 98FS 00002

DATE 02/21/92 MIGRANT STUDENT EDUCATIONAL RECORD PAGE 2 OF 5 STUDENT ID 05223639 MNC

G.E.D. - FUNDING ELIGIBILITY ENDED 05/01/91

JUAREZ, MARIA C 05223639 MNC

SECONDARY CREDIT DATA

CLASS SCHEDULE FROM THE MOST RECENT REPORTING SCHOOL

				PARTIAL WORK		CREDIT GRANTED				
SUBJECT	COURSE TITLE	SH	COURSE GRADE LEVEL	% GR.	CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE OF TERM	TERM	YR
ENGLISH	ENGLISH	AO	12	72%	20			SEM	SPR	90
VOCATIONAL ED	COMPUTER LITRCY	AO	12	40%	20			SEM	SPR	90

MOST RECENT REPORTING SCHOOL:
HELEN KELLY T O
1429 SENATE 200
COLUMBIA
SC 29201-0000

CONTACT: NON REPORTED

****NO RECOMMENDED COURSES AVAILABLE****

RECOMMENDED COURSES REPORTING FORM

CONTACT NAME: TITLE: PHONE:

COURSE TITLE	GRADE LEVEL	TERM TYPE	TERM	YEAR	EXPLANATION

SECONDARY CREDIT ACCRUAL

GRADE 9

			PARTIAL WORK		CREDIT GRANTED						
SUBJECT	COURSE	SH	%	CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
ENGLISH	ENGLISH I	AA			79	1	SEM	SUMR	85	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
MATH	BASIC MATH	AA			72	1	SEM	SUMR	85	AMERICAN CITY SCHOOL DISTRICT	501-633-5380

GRADE 10

ENGLISH	ENGLISH I	AB			A	1	SEM	SPR	86	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	ENGLISH II	AB			B+	1	SEM	FALL	85	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
MATH	MATH	AB			C-	1	SEM	FALL	85	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	MATH	AB			B	1	SEM	SPR	86	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
PHYSICAL ED	HEALTH	AD			A	1	SEM	FALL	87	AUSTIN HIGH	
	PE	AB			A	1	SEM	FALL	85	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	PE	AB			A	1	SEM	SPR	86	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SCIENCE	BIOLOGY	AD			C	1	SEM	FALL	87	AUSTIN HIGH	
	LIFE SCIENCE	AB			B-	1	SEM	FALL	85	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	LIFE SCIENCE	AB			B	1	SEM	SPR	86	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SOCIAL STUDIES	AMERICAN HIST	AD			B+	1	SEM	FALL	87	AUSTIN HIGH	
	CIVICS	AB			A	1	SEM	FALL	85	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	CIVICS	AB			A	1	SEM	SPR	86	AMERICAN CITY SCHOOL DISTRICT	501-633-5380

GRADE 11

ENGLISH	FUNDAMENTALS II	AF					SEM	SPR	88	YANKEETOWN SCHOOL	904-447-2372
	ENGLISH II	AC			65	1	SEM	FALL	86	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
HISTORY	AMER HISTORY II	AC			85	1	SEM	FALL	86	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
MATH	BASIC MATH	AC			70	1	SEM	FALL	86	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	GEOMETRY	AC			79	1	SEM	SPR	87	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
PHYSICAL ED	PE	AC			99	1	SEM	FALL	86	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	PE	AC			95	1	SEM	SPR	87	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SCIENCE	BIOLOGY	AC			76	1	SEM	SPR	87	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
	SCIENCE OF LIFE	AC			76	1	SEM	FALL	86	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
SOCIAL STUDIES	WORLD HISTORY	AC			99	1	SEM	SPR	87	AMERICAN CITY SCHOOL DISTRICT	501-633-5380
VOCATIONAL ED	CAREERS	AC			91	1	SEM	FALL	86	AMERICAN CITY SCHOOL DISTRICT	501-633-5380

GRADE 12

FOREIGN LANG	SPANISH I	AD			C-	1	SEM	FALL	87	AUSTIN HIGH	
HOME ECONOMICS	HOME EC	AD			A	1	SEM	FALL	87	AUSTIN HIGH	
MATH	ALGEBRA I	AF					SEM	SPR	88	YANKEETOWN SCHOOL	904-447-2372
	GEOMETRY	AD			D+	1	SEM	FALL	87	AUSTIN HIGH	
PHYSICAL ED	HEALTH	AF					SEM	SPR	88	YANKEETOWN SCHOOL	904-447-2372
SCIENCE	BIOLOGY	AF	40%	40			SEM	SPR	88	YANKEETOWN SCHOOL	904-447-2372
	CHEMISTRY	AF					SEM	SPR	88	YANKEETOWN SCHOOL	904-447-2372

****SECONDARY CREDIT DATA CONTINUED NEXT PAGE****

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DATE		PAGE	STUDENT ID
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JUAREZ, MARIA C 05223639 MNC

SECONDARY CREDIT DATA

SECONDARY CREDIT ACCRUAL

GRADE 12 ****CONTINUED****

			PARTIAL WORK		CREDIT GRANTED						
SUBJECT	COURSE	SH	%	CLOCK HRS IN CLASS	GR	NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME	TELEPHONE
SOCIAL STUDIES	WORLD CULTURES	AF					SEM	SPR	88	YANKEETOWN SCHOOL	904-447-2372
VOCATIONAL ED	SHOP	AF					SEM	SPR	88	YANKEETOWN SCHOOL	904-447-2372

AMERICAN CITY SCHOOL DISTRI		AMERICAN CITY	AR 72335-0000
AUSTIN HIGH		AUSTIN	TX 78752-0000
YANKEETOWN SCHOOL	PO BOX 39	YANKEETOWN	FL 32698-0000

SECONDARY CREDIT REPORTING FORM

			PARTIAL WORK		CREDIT GRANTED					
SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	% GRADE	CLOCK HRS IN CLASS	FINAL GRADE	NO. OF TERMS	CONSOLIDATED SH LINES	TYPE OF TERM	TERM	YEAR

INITIAL ENTRY OR CHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL	CITY	STATE	YEAR OF GRADUATION

EDUCATIONAL SKILLS

(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

MATH SKILLS

MATH SKILLS MASTERED (MOST RECENTLY REPORTED)

CODE	SUBTOPIC OR SKILL		MASTERY DATE	SH
49202	THE RADIUS OR DIAMETER OF A CIRCLE	COMPUTES THE AREA OF THE CIRCLE	05/11/88	AF
35401	A DECIMAL FRACTION	IDENTIFIES THE VALUE OF THE DECIMAL FRACTION ROUNDED TO THE NEAREST HUNDREDTH, TENTH, ETC	05/31/88	AF
55801C	THE NAME OF A PARTICULAR QUADRILATERAL	IDENTIFIES THE QUADRILATERAL CORRESPONDING TO A PARTICULAR TYPE	01/25/87	AC

CODE		MASTERY DATE

MATH SKILLS UNDER STUDY

CODE	

READING SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	INSTR LEVEL	SH	DATE REPORTED
78001	USE WORDS THAT SERVE AS A DIFFERENT PART OF SPEECH IN A SENTENCE, BUT SOUND AND LOOK THE SAME. (THIS ORANGE IS GOOD. I LIKE THE ORANGE BLOUSE.)	12	AQ	06/06/90
	READS IN : SPANISH			
	PUBLISHER: GINN AND CO - READING; MOUNTAINS ARE FOR CLIMBING PP 95-105			05/24/89

****READING SKILLS CONTINUED NEXT PAGE****

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DATE		PAGE	STUDENT ID
02/21/92	MIGRANT STUDENT EDUCATIONAL RECORD	4 OF 5	65223639 MNC

JUAREZ, MARIA C   05223639 MNC

G.E.D. - FUNDING ELIGIBILITY ENDED 05/01/91

EDUCATIONAL SKILLS

(STATEMENTS MAY APPEAR FROM THE ORIGINAL OR THE 1987 EDITION OF THE READING, MATH, OR ORAL LANGUAGE SKILLS LIST)

READING SKILLS UNDER STUDY****CONTINUED****

CODE		INSTR LEVEL
	READS IN : PUBLISHER:	

ORAL LANGUAGE SKILLS UNDER STUDY

CODE	LANG	SUBTOPIC OR SKILL	SH	DATE REPORTED
18001	ENGL	LISTEN AND IDENTIFY STEREOTYPING AS A PROPAGANDA TECHNIQUE. LANGUAGE PROFICIENCY LEVEL IS - I , AS DETERMINED BY A TEST GIVEN ON 05/15/90	AQ	06/06/90

CODE	LANG	
		LANGUAGE PROFICIENCY LEVEL IS - , AS DETERMINED BY A TEST GIVEN ON

EARLY CHILDHOOD SKILLS UNDER STUDY

CODE	SUBTOPIC OR SKILL	SH	DATE REPORTED
C044	USES SELECTED ABSTRACT WORD MEANINGS CORRECTLY	AO	06/14/90
AP16	GESTURES TO FAMILIAR PERSON	AO	06/14/90

CODE	

SUPPORTIVE DATA

CURRENT SUPPLEMENTAL PROGRAMS FOR TYBTYR LINE AR

NAME	* M F	C F	CODE	DATE START	DATE END	HRS CUR

PREVIOUS SUPPLEMENTAL PROGRAMS

NAME	* M F	C F	CODE	DATE START	DATE END	HOURS LAST	HOURS CLM	SH
E.S.O.L.	Y		1	05/01/90	05/04/90	10	70	AO
E.S.O.L.	N		1	05/01/90	05/05/90	20	20	AO
TUTORIAL MATH	Y		3	05/20/89			60	AP
TUTORIAL MATH			3	04/30/90	05/05/90	10	10	AO
TUTORIAL READING	Y		4	05/20/89			60	AP
TUTORIAL READING			4	10/04/87				AO
TUTORIAL SECONDARY	Y		5	01/24/89	03/10/89	25	25	AM
TUTORIAL SECONDARY	N		5	05/01/90	05/05/90	14	86	AO
OTHER LANGUAGE ARTS	Y		14	05/20/89				AP
PUPIL SERVICES	Y		25	04/30/90	05/05/90	15	35	AO
PUPIL SERVICES			25	04/30/90	05/01/90	10	10	AO
NUTRITION	Y		26	05/20/89				AP
PUPIL TRANSPORTATION	Y		27	05/20/89		6	20	AP
PUPIL TRANSPORTATION	N		27	04/30/90	05/02/90	26	26	AO
AT-RISK			28	05/20/89				AP
NEEDS ASSESSMENT			29	05/20/89				AP

* FOR CHAPTER 1 (CF) OR MIGRANT ED (MF) FUNDING: Y = ALL OR PARTIALLY FUNDED, N = NOT FUNDED, " " = NOT REPORTED

LANGUAGE(S) FOR INSTRUCTION

LANGUAGE	ASSESSMENT DATES FORMAL	ASSESSMENT DATES INFORMAL	SH
ENGLISH	02/25/88		AF
PORTUGUESE		07/17/89	AN

SPECIAL TALENT

DATE	NAME	SH
12/16/87	QUILTING	AO
12/16/87	STORY TELLING	AO

****EDUCATION RECORD CONTINUED NEXT PAGE****

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0000005 AR BBFS 00005

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02/21/92	MIGRANT STUDENT EDUCATIONAL RECORD	5 OF 5	05223639 MNC

JUAREZ, MARIA C 05223639 MNC

G.E.D. - FUNDING ELIGIBILITY ENDED 05/01/91

SUPPORTIVE DATA

TEST DATA

NAME	CODE	FORM	LVL	SCORE	T	DATE ADMIN.	SH
CTBS - READING	00101	A	4	-25-27-34-44-51	C	10/02/87	AD
SAT - READING TOTAL	00201	C	11	9.4	G	11/21/87	AD
SAT - READING TOTAL	00201			78	P	04/12/88	AF
STANFORD ACHEIVEMENT TEST--SA	00200	1	I3	78	P	04/30/90	AD
STANFORD ACHEIVEMENT TEST--SA	00200	3	3	140	R	04/30/90	AD
IOWA TEST OF BASIC SKILLS	02400	A	A	.7	N	04/30/90	AD
IOWA TEST OF BASIC SKILLS	02400	3	K	201	R	04/30/90	AD
NEEDS ASSESSMENT DATA							
PARENTAL INVOLVEMENT	10015			01C	R	09/05/90	AR
PARENTAL INVOLVEMENT	10015			03M	R	09/10/90	AR

SPECIAL EDUCATION CONTACT DATA

CONTACT: SAMANTHA STEVENS GEN DATE: 03/01/91
FEDERAL PROGRAMS DIRECTOR 4312 JEFFERSON STREET AUSTIN, TX 78752-0001 PH: 512-458-1291

CONDITION	IEP	SPEC ED	RELATED SERVICES	GEN DATE
96	01	01	98	03/01/91

Sample Letter to Parents

Dear Parents:

At this time of year families start migrating to their different job locations. It is very important that you notify the school in enough time so that teachers can make the necessary arrangements for your son/daughter to receive proper credit.

We understand that it is not always possible to determine when you are going to leave, but we encourage you to keep your son/daughter in school as long as possible. Helping migrant students to enroll and withdraw from school is our main concern. Please call me if you have any questions or need further information. My telephone number is _______________ .

Sincerely,

____

Counselor

Estimados Padres:

En esta parte del año, familias migrantes comienzan a mudarse a sus lugares de trabajo. Es muy importante que avise a la escuela con suficiente tiempo para que los maestros puedan hacer lo que sea necesario para que su hijo/hija reciba los créditos apropiados.

Nos damos cuenta que no siempre es posible determinar cuándo van a salir, pero les aconsejamos qué mantengan a sus hijos en la escuela el más tiempo posible. Nuestra mayor preocupación es ayudar a los estudiantes migrantes a matricularse o al dejar la escuela. Llámeme, por favor, si tiene alguna duda o si necesita más información. Mi número de teléfono es el

________________ .

Atentamente,

____

Consejero(a)

Please fill out this questionnaire and return it to my office with your son/daughter.
Por favor, llene este formulario y mándelo con su hijo/hija a mi oficina.

1. Name (son/daughter): ________________________ Grade: _____
   (Nombre de su hijo/hija) (Grado escolar)
2. Date of withdrawal from school: ______________
   (Fecha de dejar la escuela)
3. City/state where you plan to migrate: ______________________________
   (Ciudad/estado al que piensan migrar)
4. Will your son/daughter attend school? Yes ___ No ___
   (¿Asistirá su hijo/hija a la escuela?) (Sí) (No)

Sample Notice of Student Early Withdrawal

Student Name: ____________________ ID #: ________________ Grade: __

Teachers:

__________________ will be migrating to ____________________. He/she plans to withdraw on __________ , 19 ___. Please indicate by a check mark ( ) if he/she will be able to meet the necessary requirements for course completion or whether he/she will be receiving partial credit only.

Period	Subject	Teacher Signature	Will be able to complete semester	Partial Credit only
0				
1				
2				
3				
4				
5				
6				
7				

________________________________ ________________

Counselor's Signature Date

Sample Stu Withdrawal Form

School Name__________________________

School Address____

Contact Person____________________

Contact Phone #____________________

Date Completed____________________

ID# / MSRTS#	Last Name	First Name	M.I.	D.O.B.	Mig. Status	Grade	SS#

Entry Date	Withdrawal Date	Total Days Enrolled	Days Present	Days Absent	Reason for Withdrawal

---

STUDENTS MUST CLEAR WITH EACH OFFICE IN THE ORDER THEY ARE LISTED BELOW

1. Attendance Office__________
2. Textbooks__________
3. Librarian__________
4. I.D./Lunch__________
5. Nurse__________
6. Counselor__________
7. Principal__________
8. Registrar__________

•Grades recorded should be grade average for the current six weeks up to the time of the student's withdrawal•

First Semester							Second Semester							Teacher's Signature
Subject	Teacher	Rm #	1	2	3	S	Subject	Teacher	Rm#	4	5	6	S	
1							1.							
2							2.							
3							3.							
4							4.							
5							5.							
6							6.							
7							7.							
8							8.							

1. Student - White Copy 2. Registrar - Pink Copy 3. Asst. Principal - Yellow Copy

Sample Secondary Student Enrollment Form

A. STUDENT DATA

NAME 'LAST FIRST M.I.	STUDENT MSRTS NUMBER	GRADE	MIGRANT STATUS

PRESENT (LOCAL) ADDRESS NO. & STREET	DATE OF BIRTH	AGE	PLACE OF BIRTH CITY, STATE

CITY STATE ZIP	PHONE NO. HOME ( ) MESSAGE ( )	PRIOR PASS/UTCC ENROLLMENT YES ☐ NO ☐

PERMANENT (HOME BASE) MAILING ADDRESS CITY STATE ZIP

PARENTS/GUARDIANS FATHER-LAST FIRST M.I.	MOTHER-LAST FIRST M.I.

B. HOME BASE SCHOOL DATA

SCHOOL NAME	COUNSELOR NAME
CITY STATE	PHONE( ) FAX( )
CONTACT PERSON'S NAME	DATE CONTACTED

HOME BASE PRIORITY OF COURSE RECOMMENDATIONS

1.

2.

C. SCHOOL TO GRANT CREDIT

☐ HOME BASE SCHOOL ☐ CURRENT LOCAL SCHOOL ☐ OTHER ______ (Specify)

D. COURSE SELECTION

STUDENT'S FIRST CHOICE	SECOND CHOICE	COURSE ORDERED

CREDIT TO BE AWARDED (Check one) ☐ FULL ☐ NON-CREDIT ☐ PARTIAL	COURSE TYPE: (Check one) ☐ PASS ☐ TAAS Prep. ☐ GED Prep. ☐ UTCC ☐ Pre-GED ___Local ___GRASP

E. TAAS/TEAMS TEST INFORMATION

PASSED: ___YES ___NO

Test: ______ Score: ______

NEEDS TO TAKE:

___Reading ___Math ___Writing

F. COMMENTS OR ADDITIONAL INFORMATION

G. LOCAL PROJECT DATA

PROJECT NAME	PHONE
CONTACT PERSON	DATE

MINNESOTA DEPARTMENT OF EDUCATION	875 Capitol Square St. Paul, MN 55101 (612) 296-0324	MINNESOTA MIGRANT STUDENT INFORMATION FORM ENROLL / UPDATE / WITHDRAWAL / SECONDARY CREDIT	ED - 01670-04 1992

PROJECT IDENTIFIER

M N ____ ____ ____ ____

PROJECT NAME/SCHOOL DISTRICT

____ School Year

____ Summer

STUDENT NUMBER, MNE

__ __ __ __ __ __ __ __ __ __ __

RACE

BIRTHDATE

__ __ / __ __ / __ __

SEX

STUDENT NAME (LAST, FIRST, MI)

WITHDRAWAL INFORMATION (AGES 0-21)	SH LINE D	RESIDENCY DATE	ENROLLMENT DATE	WITHDRAWAL DATE	MIGRANT STATUS	ENROLLMENT TYPE	STUDENT GRADE LV	DAYS ENROLLED	DAYS PRESENT	FREE LUNCH DATE

STATE DATA ENTRY USE ONLY

ENRL DISK # ________ TRANS # ________ ☐ OK ☐ REJECT

DISK # ________ TRANS # ________ ☐ OK ☐ REJECT

WDRAW DISK # ________ TRANS # ________ ☐ OK ☐ REJECT

DISK # ________ TRANS # ________ ☐ OK ☐ REJECT

☐ SPs OK ☐ CAs OK ☐ Spec Ed OK

CURRENT SUPPLEMENTAL PROGRAMS (AGES 0-21)

S P NAME		TOTAL HOURS	S P NAME		TOTAL HOURS
ESOL/ESL	001		GUIDANCE/COUNSELING	030	
READING (TUTORIAL)	012(004)		HANDICAPPED	035	
MATH (TUTORIAL)	013(003)		PRESCHOOL	006	
OTHER LANGUAGE ART	014		PUPIL SERVICES	025	
CAREER/VOCATION	008		NUTRITION (DAYS)	026	
GED	011		PUPIL TRANSPORT (DAYS)	027	

SPECIAL EDUCATION CONTACT DATA

CONTACT NAME ________

SCHOOL ________

STREET ADDRESS ________

CITY ________ STATE ________

ZIP CODE ________ TELEPHONE ________

1ST CONDITION ________

IEP AVAILABILITY ________

SPECIAL ED SERVICE ________

RELATED SERVICES ________

SECONDARY CREDIT REPORTING (Grades 7-12)

Father's Full Name (Parent or Guardian)

Mother's Full Name (Parent or Guardian)

Last Home Base School Attended

Address

City

State

Zip Code

Home Base Counselor Name

Telephone Number

Home Base Contact Date(s)

HOME BASE CREDIT ACCEPTANCE

CREDIT GRANTED TO STUDENT

COMPLETE & RETURN TO MN DEPT. OF EDUCATION

SUBJECT	COURSE TITLE	COURSE GRADE LEVEL	Complete EITHER Work OR Credit Granted for EACH Subject				TYPE OF TERM	TERM	YEAR	CLOCK HOURS	NUMBER OF CREDITS
			PARTIAL WORK		CREDIT GRANTED						
			% GRADE	CLOCK HOURS	FINAL GRADE	NO OF TERMS					

MINNESOTA PROJECT INFORMATION

SIGNATURE - AUTHORIZED PROJECT REPRESENTATIVE DATE

NAME OF PROJECT CONTACT PERSON TELEPHONE NUMBER

SCHOOL DISTRICT CITY STATE ZIP CODE

HOME BASE VERIFICATION STATEMENT

SIGNATURE - AUTHORIZED HOMEBASE SCHOOL OFFICIAL DATE

NAME OF CONTACT PERSON TELEPHONE NUMBER

HOME BASE SCHOOL CITY STATE ZIP CODE

DISTRIBUTION WHITE - TRI-VALLEY YELLOW - SEA PINK - LEA PHOTO COPY - HOMEBASE SCHOOL

BEST COPY AVAILABLE

Cooperating Agency Information

Agency name ______________________________

Address ______________________________

Telephone ____________________

Contact person(s) ____________________

____

Whom can your organization serve?

Definition of farmworker/migrant farmworker:

Ages:

Income/other restrictions:

Documentation necessary:

What is the goal of your organization?

What services does your organization offer?

Do services differ from one season to another?

What geographic area do you serve?

How do you let people know about the services you offer?

Do you have an outreach worker(s)?

Can our program make a referral to you? How?

Can a client contact you directly? How?

Do you have materials/pamphlets for other agencies and clients?

DATA COLLECTION PLANNING WORKSHEET

Desired Outcome	Source of Data	Method	Who Is Responsible?	When Will It Be Accomplished?

Sample Outline for Evaluation Report

Title Page

Table of Contents

A. Executive Summary

B. Background

  1. Introduction and purpose of the report
  2. Description of the program (includes participants, activities and materials, duration, unique components)
  3. Desired outcomes or goals and objectives

C. Description of the evaluation

  1. Objectives of the evaluation
  2. Instruments and procedures
  3. Cautions in interpretation

D. Results and conclusions

  1. Desired outcomes met and unmet
  2. Obstacles encountered
  3. Other findings

E. Recommendations

  1. For improvement of the program (including change of focus)
  2. For improvement of the evaluation

APPENDIX E

GLOSSARY

ABE - Adult basic education
CAMP - College Assistance Migrant Program
COE - Certificate of Eligibility
DAC - Desegregation Assistance Center
EAC - Evaluation Assistance Center
ESCORT - Eastern Stream Center On Resources and Training
ESL - English as a second language
FMIP - Florida Migrant Interstate Program
GED - General Educational Development (equivalency diploma)
HEP - High School Equivalency Program
ID&R - Identification and recruitment
JTPA - Job Training Partnership Act
LEP - Limited English proficiency
LOA - Local operating agency
MAP - Migrant Attrition Project
MDRP - Migrant Dropout Reconnection Program
MENTE - Migrants Engaged in New Things in Education
MEP - Migrant Education Program
MESA - Migrant Education Secondary Assistance project
MRC - Multifunctional Resource Center
MSRTS - Migrant Student Record Transfer System
N.A.M.E. - National Association of Migrant Educators
NASDME - National Association of State Directors of Migrant Education
NPSCEA - National Program for Secondary Credit Exchange and Accrual
OERI - Office of Educational Research and Improvement
OME - Office of Migrant Education
PAC - Parent Advisory Council
PASS - Portable Assisted Study Sequence
PCC - Program Coordination Center
Receiving state or area - one to which workers move for agricultural employment
R-TAC - Chapter 1 Rural Technical Assistance Center
SEA - State education agency
Sending state or area - one from which workers move to follow agricultural employment
TAAS - Texas Assessment of Academic Skills
TAC - Chapter 1 Technical Assistance Center
TMIP - Texas Migrant Interstate Program
UT - University of Texas
WIC - Women, Infants & Children